GRAMMATICAL FEATURES OF SPEAKERS RAISED IN BROKEN HOMES

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Cultural Sciences at Universitas Hasanuddin
as one of the requirements in achieving a bachelor's degree
in English Literature Study Program

WRITTEN BY

MUHAMMAD FUAD A.P MANSUR
F041201027

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
UNIVERSITAS HASANUDDIN
MAKASSAR, INDONESIA
2024

LEGITIMATION

UNDERGRADUATE THESIS

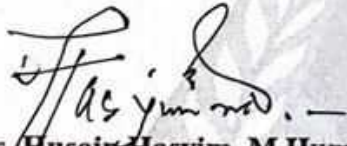### GRAMMATICAL FEATURES OF SPEAKERS RAISED IN BROKEN HOMES

BY

MUHAMMAD FUAD A.P MANSUR
F041201027

It has been examined in front of the Board of Undergraduate Thesis Examiners on Friday, 12 July 2024 and declared to have met the requirements.

Approved by
Board of Supervisors

First Supervisor

Drs. Husain Hasyim, M.Hum.
NIP 196110281987031003

Second Supervisor

Ainun Fatimah, S.S., M.Hum.
NIP 198612012019044001

Dean of Faculty of Cultural Sciences of
Universitas Hasanuddin

Akin Duli, M.A.
07181991031010

Head of English Literature
Study Program

Prof. Dra. Nasmilah, M.Hum., Ph.D.
NIP 196311031988112001

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
UNIVERSITAS HASANUDDIN

AGREEMENT

On 12 July 2024, the Board of Undergraduate Thesis Examination has approved the undergraduate thesis by **Muhammad Fuad A.P Mansur** (F041201027) entitled *Grammatical Features of Speakers Raised in Broken Homes* submitted in fulfillment as one of the requirements to obtain a bachelor's degree in the English Literature Study Program, Faculty of Cultural Sciences, Universitas Hasanuddin.

Makassar, 12 July 2024

Board of Undergraduate Thesis Examination

1. Drs. Husain Hasyim, M.Hum.   Chairman

2. Ainun Fatimah, S.S., M.Hum.   Secretary

3. Dr. Sukmawaty, M.Hum.   First Examiner

4. Dr. Karmila Mokoginta, S.S., M.Hum., M.Arts.   Second Examiner

5. Drs. Husain Hasyim, M.Hum.   First Supervisor

6. Ainun Fatimah, S.S., M.Hum.   Second Supervisor

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
UNIVERSITAS HASANUDDIN

DECLARATION

The undergraduate thesis by **Muhammad Fuad A.P Mansur** (F041201027) entitled *Grammatical Features of Speakers Raised in Broken Homes* has been revised as advised during the examination on 12 July 2024, and has been approved by the Board of Undergraduate Thesis Examiners.

Board of Undergraduate Thesis Examiners

1. Dr. Sukmawaty, M.Hum.   First Examiner

2. Dr. Karmila Mokoginta, S.S.,   Second Examiner
   M.Hum., M.Arts.

STATEMENT OF ORIGINALITY

The undersigned,

Name   : Muhammad Fuad A.P Mansur

Student ID Number   : F041201027

Department/Faculty   : English Department/Cultural Sciences

Thesis Title   : **Grammatical Features of Speakers Raised in Broken Homes**

Hereby, the writer declares that this thesis is the original work of himself. It does not contain any plagiarism from published sources, and it only cites other people's ideas through quotations and references.

Makassar, 12 July 2024

Writer

Muhammad Fuad A.P Mansur
F041201027

v

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
UNIVERSITAS HASANUDDIN

APPROVAL FORM

With reference to the letter of the Dean of Faculty of Cultural Sciences No. 1259/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **Muhammad Fuad A.P Mansur** (F041201027) to be examined at the English Literature Study Program, Faculty of Cultural Sciences.

Makassar, 24 June 2024

Approved by

First Supervisor

Second Supervisor

Drs. Husain Hasyim, M.Hum.
NIP 196110281987031003

Ainun Fatimah, S.S., M.Hum.
NIP 198612012019044001

Approved for the execution of thesis examination
by the Thesis Organizing Committee
On behalf of Dean

Head of English Literature Study Program

Prof. Dra. Nasmilah, M.Hum., Ph.D.
NIP 196311031988112001

ACKNOWLEDGEMENT

First of all, the writer expresses praise and gratitude to the only God, **Allah SWT.**, for all His grace who has guided and helped the writer in completing this study. Furthermore, to the **Prophet Muhammad SAW.** who has helped calm the writer's heart and mind in every work on this study.

This study is mainly dedicated to the writer's deceased father, **the Late Mansur**, and to the writer's mother, **Widharyani Wahid**, who has prayed, supported, and encouraged the writer for all his choices and decisions he made as well as all the writer's journey up to this day. The writer is truly grateful to have parents like them who never impose their will on their son's choices, who never prioritize their interests over their son's choices.

To the writer's honorable supervisors, **Drs. Husain Hasyim, M.Hum.** and **Ainun Fatimah, S.S., M.Hum.**, thank you very much for these past few months from December 2023 to July 2024 for helping and guiding the writer to complete this study. The writer would not finish this study without all the help, knowledge, and suggestions during the making process of this study. The writer wishes them a long and healthy life.

To the writer's honorable examiners, **Dr. Sukmawaty, M.Hum.** and **Dr. Karmila Mokoginta, S.S., M.Hum., M.Arts.**, thank you very much for giving the writer some suggestions to make this study even better so that it can be published officially to the public.

To the writer's academic advisor, **Dr. Sukmawaty, M.Hum.**, thank you very much for being a good advisor for the writer from the first to the eight

semester. The writer felt helpful with all the help and suggestions towards the writer's course plan in each semester.

To our beloved Head of English Literature Study Program, **Prof. Dra. Nasmilah, M.Hum., Ph.D.**, and our beloved Secretary of English Literature Study Program, **Sitti Sahraeny, S.S., M.AppLing.**, thank you very much for all the dedication and hard work all this time in assisting all the students' affairs. The writer is thankful for supporting him in every agenda or event that the writer participated in.

To all the lecturers who had taught the writer from the freshman year to the senior year, thank you for transferring all the knowledge you have to your students including the writer. The writer could not have ended the senior year without their assistance. This could be an investment for the writer in the future.

To **Mr. Ari** as the administrator in the English Department, thank you for helping all the writer's affairs in regards to academic affairs and any other affairs. The writer is grateful for his existence and cooperation during the writer's university life.

To the writer's beloved **Linguistics Class**, **Alpha Class (Parallel)**, *MKU Class A*, and generally *Fortis*, thank you so much for being such good friends, companions, brothers/sisters, partners, or whatever you may call it. Thank you for all the joys and sorrows, including the hard work and cooperation throughout these past four years. Thank you for every commitment you gave to your works, to our group works. The writer is pleased to have met and known all of you who

he cannot mention one by one, you know who you are. The writer is beyond happy to see you all growing up.

To **Kodomo**, the writer is truly blessed to have you on his university journey for the past four years. Thank you for considering him as your big brother, for listening to his advices and stories, for giving him feedback, for spending your time hanging out with him, and for all the "sunny" and "rainy" days. The writer may not survive throughout his university journey without their existence. The writer wishes that they still keep in touch with him wherever and whenever it is. Long live, **Kodomo**.

To **Komunitas Foil Sejati**, thank you for devoted and being committed to our undergraduate thesis journey. Thank you for being strong and tough with all the circumstances. Thank you for believing in yourself that you are able to finish the journey you chose initially. Thank you for caring for each other, for listening to each other, for backing up each other, for understanding each other, for not being selfish to each other, and for laughing and crying together. The writer is proud to see them progressing step by step, a little by a little. The writer wishes that their paths will cross again in the future. Keep holding on, **Komunitas Foil Sejati**.

To all the writer's **AIESEC in Universitas Hasanuddin teams and surroundings** that he cannot mention one by one, thank you very much for filling the writer's days with many developments that are not obtained in the lectures. ɹu for painting the writer's days with a variety of feelings; happy, laugh, used, disappointed, and so on. The writer is very happy to be part of this

big family. Without their presence, the writer may not be able to become what he is today. Thank you to the people in it who have given the writer various lessons to progress and develop. Thank you very much for the various lessons and development, **AIESEC**.

To *Selara*, thank you for being supportive to the writer's undergraduate thesis journey these past few months. Thank you for the understanding and cooperation as we work together as a team. The writer is pleased to have such striving members like them.

Last but foremost, thank you to all those who cannot be mentioned one by one by the writer, all those who are close to the writer. Thank you for your contribution to the writer's university journey. Thank you for all the prayers and support that have been conveyed and given to the writer. You know you are valuable, and you know who you are. Live long, good people.

Writer

Muhammad Fuad A.P Mansur

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Muhammad Fuad A.P Mansur. *Grammatical Features of Speakers Raised in Broken Homes* (supervised by **Husain Hasyim** and **Ainun Fatimah**).

This study investigates the grammatical features of English speakers raised in broken homes. The primary objective is to determine whether there are common characteristics of errors in the English used by these speakers and to explore a potential link between a broken home environment and language deficiency. The study employed both quantitative and qualitative research methods, utilizing questionnaires distributed to 20 respondents who had experienced broken homes. These respondents were selected based on specific criteria to ensure the relevance of the data collected. The data was analyzed through descriptive statistics and qualitative assessments to identify prevalent grammatical challenges faced by the respondents. The results indicated that individuals from broken homes commonly exhibited grammatical errors, particularly in modal verb phrases, demonstrative pronoun agreement, subject and object pronouns, and subject-verb agreement. The analysis suggested that these errors may have been linked to the unique challenges faced by individuals from broken homes. The study concludes that there are potential connections between individuals from broken homes and language ability, emphasizing the need for targeted educational interventions to support these individuals in overcoming such issues.

Keywords: *grammatical features, broken homes, language deficiency, grammatical errors, language ability*

ABSTRAK

Muhammad Fuad A.P Mansur. *Ciri-Ciri Tata Bahasa oleh Penutur yang Dibesarkan dalam Keluarga Broken Home* (dibimbing oleh **Husain Hasyim** dan **Ainun Fatimah**).

Penelitian ini mengkaji ciri-ciri tata bahasa penutur bahasa Inggris yang dibesarkan dalam keluarga *broken home*. Tujuan utamanya adalah untuk menentukan apakah ada karakteristik umum kesalahan dalam bahasa Inggris yang digunakan oleh para penutur ini dan untuk mengetahui hubungan potensial antara lingkungan keluarga *broken home* dan kekurangan bahasa. Penelitian ini menggunakan metode penelitian kuantitatif dan kualitatif, dengan menggunakan kuesioner yang dibagikan kepada 20 responden yang pernah mengalami *broken home*. Para responden ini dipilih berdasarkan kriteria tertentu untuk memastikan relevansi data yang dikumpulkan. Data dianalisis melalui statistik deskriptif dan penilaian kualitatif untuk mengidentifikasi kesulitan tata bahasa yang umum dihadapi oleh responden. Hasil penelitian menunjukkan bahwa orang-orang yang berasal dari keluarga *broken home* umumnya menunjukkan kesalahan tata bahasa, terutama dalam *modal verb phrases*, *demonstrative pronoun agreement*, *subject and object pronouns*, dan *subject-verb agreement*. Analisis menunjukkan bahwa kesalahan-kesalahan ini mungkin berhubungan dengan tantangan tersendiri yang dihadapi oleh orang-orang yang berasal dari keluarga *broken home*. Penelitian ini menyimpulkan bahwa ada hubungan potensial antara orang-orang dari keluarga *broken home* dan kemampuan bahasa, sehingga menekankan perlunya intervensi pendidikan yang ditargetkan untuk mendukung orang-orang ini dalam mengatasi masalah tersebut.

Kata Kunci: *ciri-ciri tata bahasa, broken home, kekurangan bahasa, kesalahan tata bahasa, kemampuan bahasa*

CHAPTER I

INTRODUCTION

1.1 Background

One of the communication devices used for every human being in interacting with each other is language, even sign language. The way we use language is influenced by both what is going on in our mind and the world around us. Our thinking skills and life experiences (internal factors) play a role, along with the culture and social rules we live by (external factors). Thus, someone's language behavior can be influenced by two general factors, which are internal factors and external factors.

The internal factors which can affect one's language behavior are parents, genetics, and motivation (Dunlea & Heiphetz, 2022; Mahmoudi & Mahmoudi, 2015). Parents are the ones who teach us our first language, from the choice of words, how to speak, understanding the meaning of words, to the correct use of grammar. Genetics also play a role in shaping one's language behavior. It affects one's understanding and demonstration of language styles and grammar rules. Then, someone will need motivation to learn a language, practice it, and use it in various contexts.

Meanwhile, the external factors consist of environment, friendship, and technology. The environment consists of the culture and the social environment where someone grows up. It affects their ability of using the pattern of the language itself and enables them to communicate fluently due to

1

multiple exposure of communities. The effect of friendship partakes in one's language behavior, allowing them to follow others' speech style or word choice. Moreover, Mehta and Dixit (2015) states that technology could influence one's language behavior by reducing face-to-face communication which affects their social skill in understanding body language and social signals.

Parents have a very important role for the growth and development of their children because they are the first living environment that the children have. It does not rule out the possibility that parents can be one of the causes of children experiencing difficulty in communicating due to trauma experienced as the result of broken homes.

Broken home, or often known as a family dysfunction, is a situation that results in both parents divorcing or separating due to several things, including communication issues, egoism, discontent, economic barriers, lack of education, time constraints, third parties, and psychological disorders (Nasution, 2022). Based on the data released by BPS-Statistics Indonesia (2023, p. 251), in table 4.5.2 there were 516,344 total divorces that occurred during 2022 including divorce by talaq and divorce by petition. Meanwhile, the factors of divorce stated by BPS-Statistics Indonesia (2023, p. 252) consisted of adultery, alcohol abuse, drug use, gambling, abandonment, imprisonment, polygamy, domestic violence, disability, continuous arguing, forced marriage, apostasy, and economic issues (see table 4.5.3). Some of these factors are the causes of divorce experienced by broken homes, such as

adultery, alcohol abuse, gambling, domestic violence, continuous arguing, economic issues, and so on.

Broken homes can have a number of impacts on children's development, including physical and emotional health, social and communication skills, self-esteem, financial concerns, academic performance and more. Two of the communication skills refer to someone's ability to speak and to write in accordance with standards agreed upon by experts. When broken homes occur, what is likely to happen is that the children will experience language deficiency. This language deficiency is leading to the difficulty in communicating fluently, lack of understanding the meaning of what is said, inappropriate word choice, messy grammar, and so forth.

Language deficiency affects one's language production which plays a pivotal role not only for communicating with people fluently, but also for academic writing purposes, understanding people conversation, improving public speaking skill, and many more. In such cases, one's language production is likely to be affected, impacting on their ability to communicate effectively and understand language concepts. This indicates that parents play an important role in fostering a positive language environment for their children's growth and development.

Society often assumes that children who come from broken homes are children who are troubled (Absyar & Pratiwi, 2022). In today's modern society, children from broken homes are often associated with misbehavior

and deficiency, one of which is a lack of communication. However, is this all true? Or is it just some individuals?

1.2 Identification of Problems

Based on the background explained above, some of the following problems are identified by the writer:

1. Broken homes cause some destructions on children development

2. Parents' role in supporting the children language production

3. Some factors which affected to the language behavior of someone

4. The society stigma on people raised in broken homes

1.3 Research Questions

The writer decided the research questions as it is written below:

1. What are the grammatical characteristics that often appear in the use of English by speakers who grow up in broken homes?

2. How does growing up in broken homes influence someone's language ability?

1.4 Objective of Study

The writer found the objective of studies are written as follows:

1. To find out the type of grammatical errors in English which made by the speakers frequently who grow up in broken homes

2. To explore the potential correlation between broken homes and language ability in someone

1.5 Scope of Problems

      This study focuses on grammatical features which are likely to arise when people who grow up in broken homes are speaking or writing. Additionally, it seeks to understand how broken homes might contribute to language ability. This study aims to uncover potential links between broken homes and language ability.

      Furthermore, this study has several limitations. First, it relies solely on Google Form as the research instrument for the online survey, without incorporating direct interviews through platforms like Zoom Meeting or Google Meet. Second, it does not require respondents to provide an English Proficiency Test (EPT) certificate, which would concretely indicate their English level. Last, it avoids making comparisons with individuals who grow up in intact families.

1.6 Significance of Problems

      The results of this study bring to our understanding as a society how broken homes impact someone's language ability. People who are unfamiliar with this may think that it is trivial and has no significant impact. In addition, this study serves as an additional reference for future researchers who want to study more deeply the relationship between broken homes and language.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer aims to provide a broader overview of existing research, knowledge, and theories related to this study. It also serves as a foundation that supports the content of this study and identifies the gaps between the previous research and the current research. The writer found several works that can support this study as explained in the following sections.

2.1 Previous Study

The study conducted by Thornton (2016), titled *Children's Acquisition of Syntactic Knowledge*, explained that language structure is acquired through interaction with our environment—this could include parents, family, neighborhood, and so forth—without any formal institution. This study also explained that there are two types of how children learn a language, which are "universal grammar" and "usage-based grammar." Universal grammar consisted of abstract linguistic knowledge and a distinctive computational system for the language itself. On the other hand, usage-based grammar theory believed that children used their cognitive skills to learn a language regardless of its structure. It arose gradually along with their interaction with the speakers of the language and how frequently they used the language to get different structures.

Furthermore, a study conducted by Ariyanto (2023), entitled *Dampak Keluarga Broken Home Terhadap Anak*, showed that single parenting can have a negative impact on children. This study explained that there are three impacts of broken homes, namely emotional, social, and educational. Emotionally, the children lose self-esteem because it is undermined by the idea of "parents are everything" from an early age. On the other hand, the children tend to become rebellious and deviant in a dysfunctional family. Socially, children find it difficult to socialize and to choose the right friends for their environment. Meanwhile, the children's educational performance may decrease as a result of broken homes, such as poor academic performance, low school attendance, and even dropping out of school.

Meanwhile, a study conducted by Abrantes and Casinillo (2020) on students of Baybay City Senior High School, Philippines, entitled *The Impact of Broken Homes on Students' Academic Performance*, showed that there was no significant difference in academic performance between children who grew up in broken homes and those from intact families. Based on the study, this was possible because single parents (broken homes) had an essential role in fulfilling the needs of their children under their responsibility. The study also showed that even though children who grew up in broken homes had problems, it did not cause their academic performance to decrease. In contrast, it made them eager to improve their academics. On the other hand, the role of counselors in this case was quite important to provide assistance, direction, and support so that these students could succeed in their studies.

A study conducted by Arma (2019), entitled *The Impacts of Self-Esteem Development on Children from a Broken Home Family*, supported the notion that the role of parents was critical to the development of children in various ways, one of which was their self-confidence. Parents' involvement in building children's self-confidence was substantial enough to help their development in socializing. This confidence affected their attitude and existence in society and their development at school. Ultimately, it could not be built overnight but through the environment around them.

The writer finds one thing that is different from several previous studies that have been summarized. The study results obtained by Ariyanto (2023) said that broken homes can have an impact on children's academic performance, which can decrease and even lead to expulsion from school. This contradicts the study results obtained by Abrantes and Casinillo (2020), who explained that there was no significant difference in academic performance between children from broken homes and intact families. The writer suggests that this discrepancy is influenced by different samples, populations, environments, and parental treatment where the research was conducted, leading to differences between the two studies.

Therefore, all the previous studies compiled by the writer can be concluded that the average result obtained is the effect or impact of broken homes on children's academic performance or their self-confidence. The effects can be general, such as juvenile delinquency, drug use, sociability, and so on. Meanwhile, the writer wants to find and examine the grammatical

8

characteristics of English used by people who grew up in broken homes, looking for errors, mistakes, or unusual patterns compared to people who grew up in intact families.

2.2 Theoretical Background

In addition to the previous studies, the theoretical background also serves as support for the findings and discussions that the writer makes in this study. The theoretical background used is a relevant theory that explains the problems found by the writer. As a result, the theoretical background discusses the theoretical foundations used in the study.

2.2.1 Broken Home

Broken homes refer to a situation where the family is separated due to divorce or a condition where family members no longer live together. Generally, broken homes reflect disharmony in the family, unlike families that live in peace, harmony, and prosperity. This disharmony is often caused by frequent quarrels or conflicts, which can lead to divorce.

Rosen believed that the concept of a broken home was often contrasted with the societal ideal of a traditional nuclear family, typically consisting of two biological parents. However, the reality of modern family structures was more diverse, with many families experiencing divorce, separation, or other forms of disruption. These broken homes could be caused by various factors such as divorce, conflict, or the loss of parents. The absence of one or both parents

could have significant negative impacts on children, including the potential for inadequate care, reduced love and affection, and a lack of positive role models (as cited in Wilkinson, 1974, p. 726).

2.2.2 Grammatical Features

Verb tenses are intricate systems that show when actions happen in relation to the time of speaking. Factors such as the event itself, reference points, and the overall situation influence which tense is used (Reichenbach, 1947). Quirk et al. (1985, p. 219) stated that regular and irregular verbs have various morphological forms. For example, *admire* has four verb forms as a regular verb, namely, *admire* (present simple), *admired* (past simple), *admired* (past participle), *admires* (-s form), and *admiring* (-ing participle). On the other hand, *choose* has five verb forms as an irregular verb, namely, *choose* (present simple), *chose* (past simple), *chosen* (past participle), *chooses* (-s form), and *choosing* (-ing participle). *Build* has four verb forms, namely, *build* (present simple), *built* (past simple), *built* (past participle), *builds* (-s form), and *building* (-ing participle). Meanwhile, *put* only has three verb forms, which are *put* (present simple), *put* (past simple), *put* (past participle), *puts* (-s form), and *putting* (-ing participle). Thus, those verb forms are used by matching the tenses used to produce a coherent sentence.

In the same source, Quirk et al. (1985, p. 96) also discussed modal verbs. They stated that modality, also known as modal verbs,

can be interpreted as a way to identify the truth of the meaning of a clause in order to reflect the speakers' judgment to the possibility of an idea. In addition, modal verbs have two factors which determine the meaning that have been mentioned earlier, that of intrinsic factor and extrinsic factor. Intrinsic factors are events or situations that involve human control such as *permission*, *obligation*, or *volition*. In the meantime, extrinsic factors are events or situations that do not involve direct human control, instead it involves human judgment of what may and may not happen such as *possibility*, *necessity*, and *prediction*. Each modal has both intrinsic and extrinsic meaning, for example, *may* has intrinsic meaning which indicates a permission and extrinsic meaning which indicates a possibility.

Subjective and objective pronouns are chosen based on their role in a sentence. Subjective pronouns like *I*, *he*, and *they* are used when the pronoun functions as the subject or subject complement of a clause. Objective pronouns like *me*, *him*, and *them* are used when the pronoun functions as an object, prepositional complement, or occasionally as a subject complement (Quirk et al., 1985, p. 336).

Moreover, Quirk et al. (1985, p. 372) explained that demonstrative pronouns in English (*this*, *that*, *these*, and *those*) are used to indicate specific nouns and can distinguish between singular and plural forms. These pronouns also express a contrast in distance, differentiating between objects that are near (*this* and *these*) and those

that are farther away (*that* and *those*). These demonstrative pronouns convey a definite meaning, similar to definite articles and personal pronouns, and their usage is context-dependent. The intended reference of these pronouns is understood based on the shared context between the speaker or writer and the listener or reader.

Last but not least, Quirk et al. (1985, p. 755) demonstrated *agreement* which refers to the grammatical relationship between two elements in a sentence. It is one element that reflects a feature that matches a corresponding feature in the other. In English, the most significant type of agreement is the agreement of number between a subject and its verb, particularly in the third person. The standard rule is that a singular subject requires a singular verb, while a plural subject requires a plural verb, ensuring grammatical consistency in number across sentence elements.

2.2.3 Communication Style

According to Cummings and Davies (2011), children raised in environments with high levels of marital conflict, especially destructive conflict, developed communication styles that reflected the instability they experienced. These children might have acted out with aggressive behaviors, like name-calling or making threats, mimicking what they saw between their parents. They also might have struggled to manage their own emotions due to the unpredictable and hostile environment they lived in.

Cummings and Davies also suggested that these children developed overly cautious communication patterns. To avoid more conflict, they might have become withdrawn and stopped expressing their needs and opinions. This resulted in a fragile peace at home, where avoiding conflict took priority over open communication. The specific communication style developed by the children depended on various factors beyond parental conflict, but these examples (aggressive behaviors and overly cautious communication patterns) highlighted the potential impact such conflict could have on children's ability to communicate effectively.

2.2.4 Syntax

Syntax is a branch of linguistics that is part of grammar. Syntax regulates how the role of words can be formed into a phrase, clause, or even a complete and meaningful sentence. In addition, Chomsky (2002) explained that the study of syntax pertained to the principles and processes utilized in the construction of sentences within a given language. He further expounded upon the concept of phrase structure rules, which divided sentences into their constituent parts. These components were subsequently assembled through transformations, which were the rules that modified the structural configuration of the sentence, thereby yielding an infinite variety of sentences from a finite set of rules.

2.3 Conceptual Framework

A conceptual framework is the blueprint. It shows how important the concepts and theories fit together to support the research question. It helps the writer to understand the problem which is being studied and guides the writer to gather information. The following chart is the conceptual framework made by the writer to support in writing this thesis.

Figure 2.1
Conceptual Framework

```
        ┌─────────────────────────┐
        │   Grammatical Features   │
        └─────────────────────────┘
                     │
                     ▼
        ┌─────────────────────────┐
        │   Communication Style    │
        └─────────────────────────┘
                     │
                     ▼
           ┌──────────────────┐
           │      Syntax       │
           └──────────────────┘
                     │
                     ▼
```

1. To find out the type of grammatical errors in English which made by the speakers frequently who grow up in broken homes
2. To explore the potential correlation between broken homes and language deficiency in someone