CHAPTER I

INTRODUCTION

This chapter consists of some subchapters, background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, and definition of terms.

1.1 Background of the Study

In learning English, the learners learn two aspects that must be mastered. Firstly, language components: vocabulary, sound, and grammar. Secondly, the four language skills: listening, speaking, reading, and writing. The fact shows that most of students think that writing is the most complex skill among the four skills basic language. Richards (2002: 51) that: writing is the most difficult for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text.

Most learners are still confused when they are about to write, as writing is the most difficult part in learning English. This can be happened because the learners are still lacked of knowledge about writing. They often directly write what it is in their mind. Writing cannot be produced without mastering language components such as grammar, vocabulary, pronunciation and spelling. Moreover, Hyland (2003: 14) states writing is not just arranging words into a sentence, linking the sentences into a paragraph, and ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of a

topic that are going to be written. Grammar is needed in a text, without grammar we cannot arrange a sentence properly.

Beginner writer often feels a great frustration when they are asked to compose a piece of writing because they know quite a bit of grammar and vocabulary and formulates complex thoughts in English. They also have a difficult translating the information into the writing. Students are aware that mastering English, especially in structure is not easy. Because English has different structure from Indonesian. The form of verb in English is different from Indonesian.

The previous research done by Nurhidayah (2017) and Kun Aminah (2016) showed that the students still made errors in the use of tenses. Based on the results of the researches, which has been shown by Nurhidayah and Kun Aminah, students still made errors in their writing. The reason was that the students were not familiar with English structure such as the form of verb, because they did not find such rules in Indonesian. They used surface strategy taxonomy to analyze the grammatical errors. There are four types of errors were identified on a sentence level such as omission, addition, misformation and misordering.

In relation to the problem that connected with the teaching of English in Indonesia, Sulaiman (1970: 74) states that one of the serious problems connected with the teaching of English in Indonesia is that most of the students have difficulty in mastering the structure of language. Structure deals with the rules for forming word and making sentences. In making a sentence, we need some elements. One of the sentence elements that play an important role is verb.

Sometimes students make grammatical errors, because they often produce incorrect utterances. Dullay et al. (1982: 138) said that errors are flawed side of

learning speech or writing. They are those parts of conversation or composition that deviate from selected norm of mature language performance. However, making error is fundamentally human in learning process. Therefore, it is possible for students to make errors. They give important role in giving feedback for the English teachers and researchers in order to evaluate and develop the material in teaching learning process. Writing also has to be elaborated in syllabus by employing the genres or types of text. It is in line with the research, which deals with one of the genres, narrative text.

In order to use a language well, learner should learn the rules of the language also to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different form to deliver their ideas, feelings or messages so they need considerable amount of time to mater the target language well. In learning process, the students still make errors and mistakes, so it is important to be analyzed to minimize their error and diagnose the difficulty of the study in the classroom. The focus of this study is on the types of grammatical errors committed by the second semester students of English Education Study Program of Widya Mandira Catholic University that are analyzed using the Surface Strategy Taxonomy.

Based on the description above, the writer would like to carry out a research under the title **"An Analysis on Grammatical Error in Writing Narrative Text of the Second Semester Students of English Education Study Program of Widya Mandira Catholic University in the Academic Year 2019/2020"**

1.2 Statement of the Problem

Based on the background, the study was conducted to answer the following questions:

1. What are the types of grammatical errors that occur in writing narrative text of the second semester students of English Education Study Program of Widya Mandira Catholic University in the academic year 2019/2020?

2. What is the most common grammatical error made by the second semester students of English Education Study Program of Widya Mandira Catholic University in the academic year 2019/2020 in writing narrative text?

1.3 Objectives of the Study

In line with the statement of the problem stated above the study is aimed at finding the following objectives:

1. To find out the types of errors those occur in writing narrative text of the second semester students of English Education Study Program of Widya Mandira Catholic University in the academic year 2019/2020.

2. To find out the most common grammatical errors made by the second semester students of English Education Study Program of Widya Mandira Catholic University in the academic year 2019/2020.

1.4 Significance of the Study

The significance of the study is actually benefit for people, such as students of researched school, the writer and English teacher.

1. Second semester students of English Education Study Program of Widya Mandira Catholic University.

Through the result of the study students of English Education Study Program of Widya Mandira Catholic University especially the second semester students know kinds of errors that appear when they write narrative text, which is expected they can either improve or increase their grammar mastery.

2. The Writer.

Through this study, the writer can increase his knowledge in writing English text especially on how to write narrative text correctly and acceptably by avoiding the errors found in the study. Through this study, the writer hopes to produce his own writing such as paper, short stories, and poetry. In this writing process, the writer learns a lot of things related to writing procedures including sentence structure, choice of words, placement of punctuation and how to build ideas in writing. Viewed several times in consultation with the super visors, the writer also found many errors in writing. This is a lesson that strongly supports the writer in the learning process through corrections, so that it can help the writer in the future.

3. The Lecturers of English Education Study Program of Widya Mandira Catholic University.

It might give a useful input for the English teacher dealing with grammatical error in writing narrative text made by the eleventh grade students so that the teacher will consider it when teaching writing.

4. For English Study Program.

The result of this research contribute some valuable informatics about the types of errors made by second semester students of English Education Study

Program of Widya Mandira Catholic University Kupang in the academic year 2019/2020. So, English Education Study Program prepares the students as the English teacher candidates in how to overcome such problems later in the future.

1.5 Scope and Limitation

This study is about an analysis on grammatical errors in writing narrative text of second semester students of English Education Study Program of Widya Mandira Catholic University in the academic year 2019/2020. It does not describe the completely theoretical concept of error. The writer limits this study only in the error based on surface strategy taxonomy refers to: omission, addition, misformation and misordering in writing narrative text, Dulay, Burt and Krashen (1982: 150).

1.6 Definition of Terms

There are some terms used in this study to avoid misunderstanding for the readers. Those terms are as follows:

1. Grammar

Grammar is the patterns of arrangement the word in sentences and the patterns of arrangements of parts of the words into sentences (Lado, 1961: 142). This study assesses the grammar in writing narrative text of the second semester students of English Education Study Program of Widya Mandira Catholic University in the academic year 2019/2020.

2. Error

Error refers to wrong forms that people could not correct even if their wrongness are to be pointed out, but it still evident what the learner wanted to say (James, 1998: 80). In this study, error means that inaccurate or incorrect forms of grammar occurred in writing narrative text made by students.

3. Narrative

Narrative is a text that tells a story and in doing so entertains the audience (Anderson, 2003). In this study, narrative means a story with complication or problematic events and it tries to find the resolutions to solve the problems. It also has moral values contained in the story.

4. Writing

In writing, the writer can express ideas in mind and pay attention to the rules of writing. Writing is the mental work of inventing ideas about how to articulate them and organize them into sentence and paragraphs that a reader can understand (Nunan, 2003: 88). Writing in this study means the act of writing narrative text of the second semester students of English Education Study Program of Widya Mandira Catholic University in the academic year 2019/2020.

5. English Education Study Program

English Study Program is one of study programs in the Faculty of Teacher Training and Education at Widya Mandira Catholic University located in Kupang city, East Nusa Tenggara Province. Which prepares the students to be profesional in the field of English (to be English teacher, translator, Journalist, etc).