

CHAPTER I

INTRODUCTION

This chapter consists of some subchapters: Background of 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 Indonesia, English is taught as the first foreign language. English generally has been learned by the students since they are in the basic level of education. When students learn English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. All of the skills are to be improved in the process of teaching and learning English. The objectives of learning English is for communication. Many learners still lack of knowledge on those skills so, they often commit errors when learn English particularly writing.

Writing is the mental work in inventing ideas, thinking about how to express them, organizing them into statements and paragraph that will be clear to the readers. Good writing is done from a set of rules and principles. Writing has been used to show that students had mastered a particular grammatical rule matter. In fact, correct spelling, grammar and overall organization have been the most important evidence of foreign proficiency. In writing process, sometimes the learners especially foreign language learners make error in grammar and their vocabularies.

In the process of teaching and learning English, writing skill is the most difficult and complicated language skill to be learned almost by the students in every level in education. According to curriculum in SMAN 2 Kupang, writing in the eleventh grade students is taught in 3 kinds of texts: narrative text, procedure text, and analytical exposition text. Here the writer only uses writing Narrative text to be analyzed.

Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good write story lets your readers respond to some event in your life as if it were their own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happens for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text that tells a story and, entertains or informs to the reader or listener.

In curriculum K13, narrative text is defined as a text whose function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with probelamtic event lead to a crisis or turning point of some kinds in turn find a resolution.

In fact, writing narrative text needs good knowledge and hard thinking when students produce words, sentences, paragraph at the same time with good English grammar. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Partly students commonly make grammatical

mistakes in their learning especially in writing. But, sometimes the teacher is not aware about students mistakes. Then the students make their mistakes repeatedly because they were not have the correction and it is what called as error.

Errors in foreign language teaching especially in English are the cases which are difficult enough to be avoided. Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also became one of the causes.

Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good ability in writing English, many students who have intermediate ability in writing, and may be they will find many students who have low ability in writing English.

Error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. James (1998) stated that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to know the source or the cause of the error and how the students can learn from their

mistakes in order that they will not make same errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English. The writer chose narrative text because narrative text is a text that familiar with students childhood. It means they have watched, seen and heard the story over and over again.

Based on explanation above, the writer is interested in studying about grammatical error in writing narrative text. The writer carried out a research under the title “ **A Study on Grammatical Error in Writing Narrative Text of Eleventh Grade Students of SMAN 2 Kupang in the School Year 2018/2019**”.

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 eleventh grade students of SMAN 2 Kupang in the school year 2018/2019?
2. What is the most common grammatical error made by the eleventh grade students of SMAN 2 Kupang in the school year 2018/2019 in writing narrative text?

1.3 Objectives of the Study

Based on the problem statement above, the writer provides the objectives of the study as follows:

1. To find out the types of errors that occur in writing narrative text of the eleventh grade students of SMAN 2 Kupang in the school year 2018/2019.
2. To find out the most common grammatical errors made by the eleventh grade students of SMAN 2 Kupang in the school year 2018/2109 in writing narrative text.

1.4 Significance of the Study

The study was beneficial for the following persons :

1. Students of researched school.

Through the result of the study students of SMAN 2 Kupang especially the eleventh grade students know what kind of the errors that appear when they write narrative text.

2. The writer.

Through this study, the writer can increase her knowledge in writing English text especially on how to write narrative text correctly by avoiding the errors found in the study.

3. English Teacher.

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.

1.5 Scope and Limitation

This study is about an analysis on grammatical errors in writing narrative text of the eleventh grade students of SMAN 2 Kupang in the school year 2018/2019. It does not describe the whole 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.

1.6 Definition of Terms

There are some terms used in this study. 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 assessed the grammar in writing narrative text of the eleventh grade students of SMAN 2 Kupang.

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).

3. Narrative

Narrative is an account of a sequence events, usually in chronological order of a story, happening or an event, from beginning to the final. In this kind of text, there are some conflicts and solutions (Anderson 1997 : 8).

4. Writing

Writing is the act of forming graphic symbols according to certain conventions, to form words, and words had to be arranged to form sentences (Ur, 1996 : 170). Writing in this study means the act of writing narrative text of the eleventh grade students of SMAN 2 Kupang.

5. SMAN 2 Kupang

SMAN 2 Kupang is one of senior high schools located in Kupang City, East Nusa Tenggara Province.