

CHAPTER I : INTRODUCTION

A. BACKGROUND

English is one of the international languages which is spoken and learned in all over the world today. It plays an important role in connecting all of the people from different countries. In Indonesia, English is one of the foreign languages that is studied in schools. It is taught in elementary until senior university level. It means that English is considered as an important language to be learned in Indonesia. Like in learning other languages, in learning English someone has to learn about the rule of the language. The rule in English is usually known as grammar. According to Oxford Advanced Learners Dictionary, grammar is the rules in a language for changing the form of words and combining them into sentences.

One of the goals of learning English in high school is to develop the ability to communicate in English in spoken and written form. These communication skills include listening, speaking, reading, and writing. One of them which has important rule is writing. Writing skill is one of the language skills that must be possessed by students. Through writing activities, students can express all ideas, thoughts and feelings. However, among other language skills, writing skill is a skill that is not easily mastered by everyone (Alwasilah, 2008). Writing can be said to be very important because as a part of a language learning program that has a specific purpose in studying the language especially in English. As quoted from Tarigun, writing is also defined as a process that describes language. So that the message to be conveyed to the author can be reached and understood by the reader. Furthermore, Writing is the result of someone's activity placing something in an empty space dimension (Resmini et al. 2006: 287).

As one of the language skills that must be possessed by students in learning Writing in English there are several types of text (genres) such as transactional, interpersonal, narrative,

descriptive, recount, discussion, and others. One of the text that playing important rule is narrative text. Learning English at the secondary level, both junior and high school, will not be separated from the lesson on narrative text. It has purpose to entertain the reader and also as a source of learning English course to grow the moral values contained in it which is one of the goals in Indonesia Curriculum that has to be achieved by students. In this lesson, students are usually required to be able to tell a story, fairy tale or story in written form. Even though "storytelling" is one of the components of spoken English which also enliven this lesson, narrative text in fact, it is more dominantly taught in written form, such as understanding the generic structure a story, analyzing characters, settings, or narrative storylines. Narrative text in the eyes Writing and Composition courses are usually called narration. This term is a type of text in a literary language. Usually, narrative text contains stories, both fiction and non-fiction stories, fairy tales, folk tales, animal stories/fables and so on.

In making a narrative text writing, grammar can not be separated, because it is a must that students must master the grammar rules before they write it, in this term narrative text is bounded to simple past tense rules. In making narrative text there are lot of errors that can be made by the writers especially in using the simple past tense which has it own grammar rules. Quated from Ellis (in Ma'mun 2016: 2) in learning grammar, learners face two difficulties i.e, the difficulty in understanding grammatical rules/features and the difficulty in internalizing grammatical features so that they are able to use them correctly. Grammar is a way of forming a different meaning of words that are used to construct a sentence in writing. Grammar must be learned by students who want to learn about language because grammar is really needed when the students use language in writing and speaking. And also as expressed by Bell and Burnaby (1984: 127) : Writing is an extremely complex cognitive activity in which the writer is

required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

In this study the author will identify the errors of using the simple past tense in writing narrative text, which in the process sometimes there are many errors that often appear, occur and are done by eleventh senior high school students. Therefore, the writer tries to find out this by conducting research to find out what are the most dominant errors when they write narrative text by using the simple past tense and also in this study the authors also tried to find out what the possibilities were that was caused by the eleventh grade of SMAN 1 Weluli students.

B. RESEARCH PROBLEMS

1. What is the most dominant error made by the eleven year students of St. Carolus Kupang senior high school in writing narrative text?
2. What are possible causes of those dominant error committed by the eleven year Students of St. Carolus Kupang Senior High School in writing narrative text?

C. THE OBJECTIVES OF STUDY

1. To find out the dominant of grammatical errors committed by the eleven grade Students of SMAN 1 Weluli in writing narrative text.
2. To find out the possible causes of those dominant errors committed by the eleven grade Student of SMAN 1 Weluli in writing narrative text.

D. SIGNIFICANCE OF STUDY

This study has some significance for the writer himself, english teacher, and the students.

1. The Writer

Through this study, the writer can increase his grammatical errors knowledge in writing Narrative text. The writer can also find out the errors that are usually made by students. The writer hopes to be able to distinguish between errors and mistakes in a sentence, so that it can help the writer do not make errors and mistakes when writing something.

2. The English Teacher

The significance of this study for the teacher is the teacher can find out the errors and mistakes that students usually make. So that, in the learning process the teacher can teaches writing correct narrative text and minimizes the mistakes commonly made by students.

3. The Students

The significance of this study for students is that students can find out the mistakes they made when writing descriptive texts. Students can also distinguish between errors and mistakes after learning this study. Another benefit for students is that students can understand how to make a good and correct sentence in writing narrative text.