

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of six points to be explained: Background of Study, Statement of Problems, Objective of the Study, Significance of the Study, Scope and Limitation, and Definition of Term.

### **1.1 Background of Study**

Language is known as a tool of human communication. It means that communication cannot be separated from the language because the language has an important role in human life, such as thinking, communicating ideas, opinions, information and negotiating with others. Hornby (2005:862) says that language is a system of communication in speech and writing used by people in a particular country. There is no human life without communication; so they must communicate and use language as a medium. Everyone who wishes to be part of human society has to be able to communicate.

There are a lot of languages in the world and one of them is English. English as an international language playing an important role in science, commerce and politics. Many residents with different backgrounds, genders, religions, cultures and ages around the world use it to communicate to each other. They use it in daily conversation, business or international trade, tourism, education, science, literature (films, western music, and novels), international summit, internet, and so forth. English is generally becoming a part of an important

language in the world. It is perhaps worth glancing brief at the basis for the education.

By mastering English, students are able to learn and communicate in English with each other well. Being able to communicate in English is a special achievement since it can give abundant benefits to those who can achieve it. Those who want to comprehend, master and be able to communicate in English can learn this language either by taking English courses, studying at schools, or colleges in ways of formal or informal.

In learning English, the learners will learn two aspects that must be mastered. Firstly, language components: vocabulary, sound and grammar. Secondly, the four language skills: listening, speaking, reading, and writing.

Writing and grammar are one of the most fundamental productive skills of the English language to be learnt. It is the written communication made on a piece of paper by someone containing of his/her ideas, feelings (happy, unhappy), desires, experiences, etc. Grammar is also very important when someone is learning a language. It is important because grammar facilitates the learning of four language skills such as, listening, speaking, reading and writing. Listening, speaking, reading and writing will be very difficult without mastering grammar.

In the process of writing English text, students often do some errors especially in grammar, some students think that it is a boring subject and when they learn English they try to avoid the grammar because it is such confusing rules and hard so it is inflected into applying grammar rules in learning a language.

Grammar deals with the rules for forming words and making a sentence. One of the sentence elements is a verb. While grammar is the basic element of

knowledge or skill in using correct language. Grammar is the system of rules that construct the formation and connection of every word in a sentence. Brown (2001) also states that “grammatical competence occupies a prominent position as a major component of communicative competence”. While grammar is the basic element of knowledge in communication. Grammar is essentially about the systems and patterns we use to select to combine words (Murcia, 1995:4). Grammar must be learned by students who want to learn about language because the grammar is really needed when the students make a writing paper. The mistakes made in writing seem clear when someone writes it and will be read by readers.

Based on the writer’s experience when she conducted the teaching practice at SMPK Sta. Maria Assumpta Kupang , she found that most incorrect usage of grammar in writing is caused by their lack of awareness on the rules of English. Most of the errors that constrained the learners were their inability to apply the rules in the vast aspects of grammar. Students are still incapacitated in constructing grammatically correct sentences despite the fact that they were taught about it before.

According to Dullay et al. (1982: 138) errors are a flawed side of learning speech or writing. The students often make grammatical errors.

From the fact, we know that the students still make errors in making sentences especially on how to use verb correctly in a sentence based on the tense being used. For example, they wrote “*She goed to party yesterday*” it should be “*She went to party yesterday*”, then “*He read English novel every day*” it should be “*He reads English novel everyday*”.

They often produce incorrect utterances. However, making error is fundamentally human in learning process. Therefore, it is possible for students to make errors unconsciously when they are writing. By analyzing the students' errors, it will give the 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.

Narrative text is telling a story to amuse or entertain readers with actual or imaginary experiences in different ways, novel: fairy tales, short stories, myths are narratives because they are concerned with talking about an events.

Simple past tense is used in narrative writing, because the narration is writing about a succession of events in the past.

Based on the explanation above, the writer is interested in studying about grammatical error in writing narrative text. The writer would like to conduct a research under the title **“An Analysis on Grammatical Errors in Writing Narrative Text of the Eighth Grade Students of SMPK Sta. Maria Assumpta Kupang in the School Year 2018/2019”**.

## **1.2 Statement of the Problems**

Based on the background above, the writer would like to conduct the study to answer the following two questions:

1. What are the types of grammatical errors made by the eighth grade students of SMPK St. Maria Assumpta Kupang in the school year 2018/2019 in writing

Narrative text ?

2. What are the most of grammatical errors committed by the eighth grade students of SMPK Sta. Maria Assumpta Kupang in the school year 2018/2019 in writing narrative text?

### **1.3 Objective of the Study**

Parallel with the problems stated above this study has two objectives, as shown below:

1. To find out the types of grammatical errors made by the eighth grade students of SMPK Sta. Maria Assumpta Kupang in writing narrative text.
2. To find out the most grammatical errors committed by the eighth grade students of SMPK Sta. Maria Assumpta Kupang in writing narrative text.

### **1.4 Significance of the Study**

The writer hopes the readers in general would get a new knowledge about a very useful material that will help them to be better in writing. The study is expected

to present some valuable contributions to the following persons:

#### **1. The Writer**

By doing this study the writer may enrich her knowledge on theory of English grammar in writing narrative text. The researcher hopes that this study can inspire other researchers to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing study.

## **2. The English Teacher**

To inform the English teacher about the narrative text in order to provide feedback for teachers. A teacher is one of the writing learning factors who plays an important role in the teaching learning process. It will be useful to recognize students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. The result of the study will evaluate them self whether they are successful or not in teaching English.

## **3. The Students**

The result of the study will show them in what aspect in grammar which is difficult for them. By this way, the students are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors.

## **4. Other Readers**

The result of this study can become good information to the readers to be material for review of related studies of their study.

## **5. English Educational Study Program**

The result of this study can give information to the English Education Department in studying about the ability of the eighth-grade students of SMPK Sta. Maria Assumpta Kupang in using grammar especially in writing narrative text.

### **1.5 Scope and Limitation of the Study**

This study is about grammatical errors. There are many types of errors in learning a language; they are Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Analysis Taxonomy, and Communicative Effect Taxonomy. The writer focuses on the grammatical errors produced by the eighth-grade students of SMPK Sta. Maria Assumpta Kupang in writing narrative text. The grammatical errors will be categorized based on a modified surface strategy taxonomy: they are omission, addition, misformation and misordering, and miscellaneous.

### **1.6 Definition of Terms**

To avoid the reader's misunderstanding about the material in this writing, the writer provides explanation regarding some particular terms used in this study.

#### **1. Grammar**

Grammar is such an important thing to apply in learning language. Different Author will have different term in defining what grammar is. Patterson (1999) states that speakers and writers intend to apply the grammar to their tasks.

While according to Greenbaum and Nelson (2002), grammar refers to the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible and others are not.

#### **2. Error**

Error is flawed side of learner's speech or writing (Dulay, 1965: 138). In this study, error means the use of wrong grammar of students in writing narrative text made by the eighth grade students of SMPK Sta. Maria Assumpta Kupang

### **3. Writing**

Brown, (2001: 336) says that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow in Brown (2001: 336) also says that writing is a two-step process the first process is figuring out the meaning and the second process is putting the meaning into the language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

### **4. Narrative Text**

Narrative text is an account of 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 (Andreson 1997: 8). Dealing with this study, narrative text is the text produced by the eighth grade students of SMPK Sta. Maria Assumpta Kupang.

### **5. SMPK Sta. Maria Assumpta Kupang**

SMPK Sta. Maria Assumpta Kupang is one of the private Junior High School which is located at Jln. Perintis Kemerdekaan No 1, Kupang-East Nusa Tenggara Province.