CHAPTER I
INTRODUCTION

This chapter consists of six points to be treated i.e. Background of the Study, Statement of Problems, Objective of Study, Significance of the Study, Scope and Limitation, and Definitions of Terms.

1.1 Background of the Study

There are many languages in the world. Each has rules, and it is impossible that one can master a language without knowing the rules of the language itself. One of these languages is English. Since it becomes an international language, it is very important for anyone to master this foreign language. In Indonesia English has been programmed from Elementary school up to higher level of education. Unfortunately, although it has been taught for many years, the achievement of the students of this language is still poor. English is considered as a difficult subject for the Indonesian students. One of many reasons is the rules of English are different from Indonesian language. They are different in the system of grammar, pronunciation and vocabulary. Theoretically, it takes a long time to learn a foreign language. Learners have to learn a new grammar system and thousands of new words. It is true that learning a language is very different from the mother tongue. It also takes a lot of practices to develop listening, speaking, reading and writing skills in the new language being learnt. In learning a language, it is possible to make errors and mistakes. These two terms are closely similar but they are different.

Elis (2003: 15) distinguishes errors from mistakes. Errors reflect gaps in a learner's knowledge; they occur when learners do not know what is correct in terms of rules of the language learnt. While mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows. Thus (Brown, 2007: 257) states that mistakes refer to misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. Furthermore, he notes that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Errors refers to deviation from the adult grammar of a native speaker, reflects the competence of the learner.

Although, students have learnt English for more than three or six years but most of them still make mistake in using English orally or in written form. They do not have good ability in listening, speaking, reading and writing. This is because they do not have enough vocabulary. They are unable to use appropriate grammar of English, to produce good pronunciation or intonation or even fluentcy. These problems become important issue for any English teacher to find out the ways to overcome these problems but in fact, there are still problems found.

There are four language skills, they are listening, reading, speaking, and writing. The sub skills of language are grammar, vocabulary, and pronunciation. Writing is a means of communication between the writer(s) and the reader(s). It means that someone writes in order to communicate with his/her reader(s). Thus

(Hyland, 2003:215) defines writing as a complex activity in which the writer draws on a range of knowledge and skills and this complexity makes it unlikely that the same individual will perform equally well on different occasions and tasks.According to Segal & Pavlik (1988:5) that good writers connect the ideas in their paragraphs. A paragraph with connected ideas has cohesion. Good writers use natural English phrases to make a paragraph easy to read and it has good style. A piece of good writing must contain the aspects of writing; such as content, grammar and vocabulary. Many people have opinion that writing is the most difficult skills in language learning. It is difficult since there are some other aspects need to be considered when writing; such as grammar and vocabulary. Writing requires a good knowledge of grammar and word choice.

Grammar is important because it makes meaning for language. To use a language properly, it is important to know grammar of language and their meanings. Grammar names the types of words and word groups that make up sentences in any language. The grammar is as a set of rules for constructing and analyzing sentences. It is very clear that grammar consists of rules, which used to arrange or construct sentences. The grammars also can be used for analyzing words or sentences based on the form and function. English has broad grammar; including tenses, noun, verb, adjective, adverb, pronoun, articles, and so forth. Both kinds of grammar are concerned with rules but in different ways. The use of English grammar is different from other languages. In writing skill, it is important to use good grammar because it is meaningful when the grammar is correct. The reader easily understands the ideas and meanings if the writer uses good grammar.

The researcher's experiences in teaching writing show that the students still have problems to produce a good writing. They often undergo many kinds of difficulties encompasses choosing the proper words, selecting the tenses, arranging words into a good sentence, developing paragraph or even writing an essay. They make many grammatical errors when constructing a piece of writing. The common errors they make are errors in the production of verb group, subject and verb agreement, the use of preposition, the use of article, the use of plural forms, the use of pronoun and the use of conjunction. This research is concerned with the common errors made by students, particularly in grammatical errors in writing. The results of this research also provide contribution and solution for the English teachers in order to reduce their students' grammatical errors in writing narrative text.

Narrative text is difficult enough to be learnt by the students. The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. The writer experienced when she studied at Junior High School, she had some problems when writing a narrative text because of lack of vocabulary and grammar. The teacher's didn't teach about narrative text clearly, but just read from handbook.

In addition, based on the writer's experience during the teaching practice at SMPN 3 Ndona, she found that many students were not able to write a narrative text well. Therefore, the writer is interested in studying about grammatical error in

writing narrative text. The writer conducts a research under the title **"A Study on Grammatical Errors in Writing Narrative Text"**

1.2 Research 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 committed by the eight grade students of SMPN 3 Ndona in the school year 2020/2021 writing narrative text?

2. What is the most frequent grammatical error committed by the eight grade students of SMPN 3 Ndona in school year 2020/2021 writing narrative text?

1.3 Objective of the Study

This study is aimed at finding the following objectives:

1. To find out the types of grammatical errors that occur in writing the narrative text of eight grade students of SMPN 3 Ndona in the school year 2020/2021.

2. To find out the most frequent grammatical errors committed by the eight grade students of SMPN 3 Ndona in the school year 2020/2021.

1.4 Significance of the Study

The study is expected the present some valuable constributions to the following persons:

1. For English Teacher

To inform the English teacher at the researched school about the result of this research of the students grammatical errors of English, so that teacher will be consider it when teaching English to the students.

2. For Writer

By doing this study, the writer can enrich her knowledge on theory of English grammars and errors in writing in particular.

3. For Students

Through the result of the study, the eight grade students of SMPN 3Ndona will know kind of errors that appears when they write narrative text. They might be encouraged and motivated to improve their writing of narrative text.