

# CHAPTER I

## INTRODUCTION

This chapter comprises some subchapters namely background, statement of the problem, objective of the study, and significance of the study.

### **1.1 Background of the Study**

To master a foreign language, such as English learners must develop four basic skills of English namely speaking, listening, reading, and writing. However, according to Saptayani, et al in Budiarta (2018: 99), “in learning a foreign language, especially English, learners always face some difficulties, because they are still influenced by their native language or mother tongue.” The writer thinks that this will cause a language contact which can produce errors. As an English learner, the writer finds that speaking and writing skills are hard to be mastered.

Richards (2002: 51) stated 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.” Readable text means the language used in text is correct in terms of its grammar and meaning. Grammar used in the text helps the writer to arrange and shape their ideas in order that the readers could catch the ideas of the writer.

In accordance with grammar, writing has some benefits. Writing skill will help the writer more on developing and elaborating ideas than shaping or

constructing sentences. However, as the ideas have been shaped, the writer will come back, go through each sentence, just to find out whether the vocabulary, the spelling, and grammar are well-constructed or not. If so, the writer will correct it when needed. Furthermore, the writing will help the writer to measure how far the progress the writer has made. In writing, the writer perhaps recalls what he has learnt so far. They memorize the language's rules (grammar). Indeed, they will measure their language mastery when it comes to writing.

The focus of his study is on grammatical errors performed by the eleventh grade students in Kupang in the school year 2020/2021. This study is to know the types of errors that students make using surface strategy taxonomy. Narrative text on the other hand is an instrument to get the data since the writer also wants to know the ability of the students in mastering tense especially past tense of English in expressing their ideas.

The writer will check the students' writing based on the taxonomy that has been mentioned above. This taxonomy will help the writer to examine students' writing through four categories of errors. Sometimes students make grammatical errors, because they often produce incorrect utterances. Talking about the rules of English, it cannot be separated from the use of grammar. Grammar is a basis concept that needs to be learnt by language learners. In the teaching and learning process of English writing in senior high school, students are taught narrative text. Based on the K-13 syllabus in junior and senior high schools, narrative text is always learned by the students as well as entertaining and teaching readers.

Narrative text is defined as a text that functions to amuse, entertain, and to deal with actual or various experiences in different ways (Hartono, 2005: 6). In fact, writing narrative text or other kinds of texts needs good ideas and critical thinking when students make words, sentences, paragraphs at the same time with good English grammar. English grammar is considered difficult by language learners including the writer. Thus, there are inevitably mistakes due to lack of understanding the grammar. However, sometimes the teacher is unaware on students' mistakes. Therefore, students view them as the right things. Then the students make their mistakes again because they do not have the teacher's correction and then it is what is called an error.

Errors in foreign language teaching and learning, in this case in English are the circumstances which are difficult enough to be avoided. There are many aspects that can lead the English learners as a foreign language make errors but sometimes their mother tongue language interference also became one of the causes. Indeed, errors in language learning should be treated as natural phenomena. Therefore, at schools, teachers will find many phenomena in their teaching and learning process; they will find many students who have good ability in writing English alongside with many students with intermediate and even low ability in writing English.

In relation to the statements of problem of this study that is connected to the teaching of English, the writer is triggered to conduct the study on errors committed by language learners. The writer is intrigued to know the kinds of errors the students make while using the language in writing. Errors are a natural

process in acquiring a language. By knowing the errors committed by students, the writer, as an English teacher candidate, will diagnose the difficulties in the class room and try to minimize the errors by planning and deciding a good teaching method. The focus of this study is on the types of grammatical errors committed by the eleventh grade students in Kupang that were analyzed using the Surface Strategy Taxonomy.

Based on the description above, the writer would like to carry out a research under the title **“Grammatical Error in Writing Narrative Text of the Eleventh Grade Students in Kupang.”**

### **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 in narrative text writing committed by the eleventh grade students in Kupang?
2. What is the most common grammatical error in narrative text writing committed by the eleventh grade students in Kupang?

### **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 in narrative text writing committed by the eleventh grade students in Kupang.

2. To find out the most common grammatical errors in narrative text writing committed by the eleventh grade students in Kupang.

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

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

1. The students.

Through this study, the eleventh grade students will indirectly measure themselves in applying the grammar into narrative text writing. Through this study, it is expected that they can both improve and increase their grammar mastery and their writing skill as well.

2. The Writer.

Through this study, the writer will extend his knowledge in writing English text especially on how to write narrative text acceptably by avoiding the grammatical errors. Acceptable writing means that the text is built well with the components of the text consisting of ideas, choice of words, punctuations, and grammar as well. Furthermore, through this study, the writer will hone his grammar mastery that will be used to analyze the errors committed by the students in narrative text writing.

### 3. The English teachers of SMKN 3 Kupang

The result of this study might give a useful input to the English teachers dealing with grammatical error in narrative text writing produced by the eleventh grade students so that the teacher will consider it when teaching texts in bulding up students' writing skill.

### 4. For English Study Program.

The result of this study would contribute some valuable insights about the types of errors committed by the eleventh grade students in Kupang. So, English Education Study Program would prepare and enrich the students as the English teacher candidates with the teaching methods 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 narrative text writing committed by the eleventh grade students in the academic year 2020/2021. This study will not describe the completely theoretical concept of error. Instead, the writer will limit this study only to the error based on surface strategy taxonomy proposed by Dulay, et al. (1982: 150) that refers to: omission, addition, misformation and misordering that will be used to analyze the narrative text writing.