

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Writing is important skill that should be mastered by the students. By writing, students understand the grammar of the text, how the students get the information about the text after they write and then how the students retell about the story after they write. Langan (2003:168) states that writing is an act of discovery and knowledge creation by means and language. And then the purpose of the writing is how the students can make their creation with the writing.

In the process of teaching and learning English, writing errors is one of the problems that are faced by mostly students. When teaching students to write in English, it is important for the teacher and the student to have a basic understanding of how English operates and functions as writing and the ways in which writing is substantially different from speech. When students first start to write, their attempts closely resemble their speech. Harmer (2004:31) states that writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them. Students not only need to know many words but also need to understand the grammatical correctly.

Purpura (2004:1) states that the study of grammar has had a long and important role in the history of second language and foreign language teaching. Then, errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Some errors are made when the students do not understand well about the English grammar. Grammar is whole system and structure of language. Grammar is important to learn or to teach in a foreign language. Having known the definition of grammar, it is not hard to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language.

Penny Ur (2004:4) states that grammar may be roughly defined as the way a language manipulate and combines word (bits of words) in order to form longer units of meaning. Grammatical errors are the mistakes in using grammar while writing. Besides that, many students do not know to write a good text because they do not know about grammar position in a text well. Many students learn English from elementary school, but in junior high school they do not know to write a good text. It is a problem, because English is important language for us. In around the world, most countries use English as their second language, such as Malaysia, Singapore and India. In those countries learning English is not difficult for them, because have habituated themselves in using English both in oral and writer form. It is so contrast to Indonesia, not all Indonesian students are familiar with English and passess adequate competence in learning English.

According to English School Curriculum 2006, the Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) students of Junior High School, are expected to understand and to write some genres of text that they learn at school, especially narrative text. Narrative text is one type of genre that most commonly used to entertain a story in the past. Dirgeyasa (2014:45) states that narrative text is to amuse, entertain and to deal with actual or vicarious experiences in different ways.

In this study, the researcher conducted an observation at SMPN 2 Tigabinanga. Based on the preliminary observation, it is found that many students make some errors in their narrative text writing. The most common errors they made are in conjunction, simple past tense, and preposition. To support this fact, this study takes writing of students in eight grade, such as:

- a. She was beautiful **and** bad.

It should be: She was beautiful **but** bad.

Using **but** as conjunction in that sentence is correct because the sentence contrast between two sentences.

- b. She **was live** with her stepmother.

It should be: She **lived** with her stepmother.

Using **lived** as past tense in that sentence is correct because the verb made by adding e/ed and do not use to be before verb in the sentence.

- c. She saw him **on** the morning.

It should be: She saw him **in** the morning.

Using **in** as preposition in that sentence is correct because **in** is used with a part of the day.

From the data above, it can be seen that students' grammatical writing is still bad. So, the researcher is interested in analyzing students' writing especially

in their grammatical errors consists on conjunction, simple past tense and preposition. Then, the researcher asked their English teacher about the minimum criteria mastery (KKM) for writing narrative text. From 40 students it is found that there are only 12 students could pass the KKM and 28 students still get score below KKM which is made by the teacher, the score of the passing grade (KKM) is 75. Here is the data about students who get the score of writing narrative text below KKM :

Table 1.1 The English grade students' score of writing narrative text in the first semester at SMPN 2 Tigabinanga in Academic Year 2014/2015

Semester	Score	Students	%
1 <sup>st</sup> Semester	> 75	12	30
2014/2015	< 75	28	70
<b>Total</b>		40	10

*Source: the English teacher's evaluation of SMPN 2 Tigabinanga*

## B. The Problems of the Study

Based on the previous discussion in the background of the study, the research problems of the study are formulated as follows:

- a. What are the types of errors made by the students in writing narrative?
- b. What are the causes of the students errors in writing narrative text?

### **C. The Objectives of the Study**

Based on the research statement, this particular study aimed at finding out:

- a. To find out the types of errors made by the students in writing narrative text.
- b. To find out the causes of the students errors in writing narrative text.

### **D. The Scope of the Study**

This research only focuses on errors found in students' writing narrative text especially in grammar errors. There are also many kinds of grammar errors but this research only focuses on conjunction, simple past tense and preposition.

### **E. The Significances of the Study**

The result of the study are expected to be used theoretically and practically:

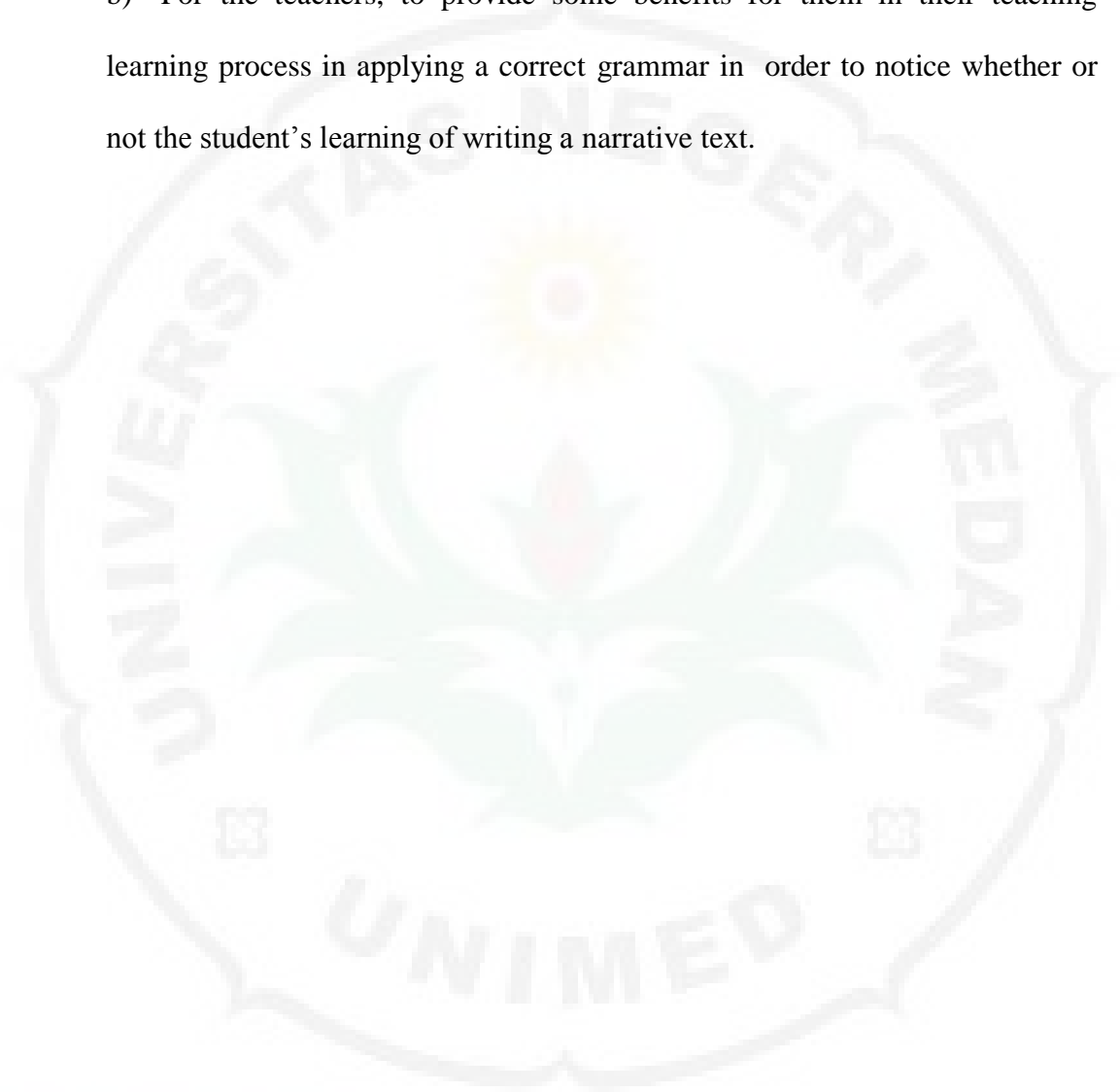
#### 1. Theoretically

The result of the study are expected to enrich the literature on English teaching in writing a narrative text and to provide a beneficial reference for further research on a grammatical error analysis of students' skill in writing a narrative text.

#### 2. Practically :

- a) For the students, to help students to use grammar correctly when they write their writing particularly writing narrative text and improves their skill in using grammar on narrative writing.

b) For the teachers, to provide some benefits for them in their teaching learning process in applying a correct grammar in order to notice whether or not the student's learning of writing a narrative text.



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