

CHAPTER ONE

INTRODUCTION

A. The Background of the Study

Writing is one of the skills that students must learn in mastering English. Writing is a mental process that requires students to know the nature of language in order to convey certain messages to readers in their writing. In other words, stories can be visualized in the form of physical actions.

In writing a narrative text, students must know the mechanism such as how it is arranged. For example, there must be an introduction to open the text. Then the content of the text usually contains the problems faced by the character. This is to avoid boredom from the readers so that they can get the moral lessons from the text.

According to Hubbard (1988:45), writing is indeed a complex skill because students who are going to write stories must have certain ideas to develop them to be interesting and meaningful. To do this, students must build large vocabularies that allow them to express many things in the story. This means that they also have to learn a lot about the world which is called general knowledge. In addition, students must master grammar which includes parts of speech, tenses, sentence structure and even word pronunciation.

At the Junior High School level (SMP) for grade 7, writing narrative texts can result in errors in both grammar and vocabulary. They are expected to be able

to write simple narrative text based on the third basic competency in the learning curriculum.

But based on the personal observations of the researcher at grade VII student at SMP Negeri 3 Sidikalang there are some errors that the students produced as in the following text.

One day in the morning on Sunday , i week go to school because it was Monday, as usual our school held a flag-raising ceremony, and each student had to wear complete attributes but in a hurry I forgot to bring my hat, and because of that I was punished by my teacher to clean the bathroom, fortunately the bathroom it's not too dirty, so I can quickly clean it and after finishing I come back to class I start lessons tired, and because of that incident I never forget to bring a hat.

Based on the example sentences above, the Junior High School (SMP) students still produce grammatical errors in the narrative text. In the first sentence the error is in the adverb of time “*one day in the morning on Sunday*”. The correct one is “*one Sunday morning*”. Another one is in “*i week go to school because it was Monday*”. The correct one is “*I went to school last Monday*”. The next error is in “*but in a hurry I forgot to bring my hat*”. The correct one is “*I was in a hurry and so I forgot to bring my hat*”. The next error is in “*fortunately the bathroom it's not too dirty, so I can quickly clean it*”. The correct one is “*Fortunately, the bathroom was not so dirty that I could clean it quickly*”. The use of the past tense must be clear in a narrative text.

With these quoted errors it is clear that the SMP students still cannot produce the correct sentences in a narrative text.

From this example, the researcher decides to further investigate the types and causes of errors that will be found in students' writing. She emphasizes on grammatical errors because many students find it difficult to write the correct sentences. This is discussed in the error analysis field.

Wee (2009), for example, investigated the source of error: the interaction of interlingual influences and intralingual factors. The findings of other researchers can be used as a reference to further investigate the possible causes of errors in the English narrative text.

Mohammed (2016) investigated error analysis: a study on grammatical errors in the writings of Iraqi EFL learners. The result of the study showed that the common types of grammatical errors in the subjects' writing include verb tense and form, subject-verb agreement, articles, prepositions, misuse of pronouns, misuse of plurals and misuse of auxiliaries. The most frequent grammatical errors committed in syntax and morphology were verb tense and form errors, which took up 98 (22%) of the totality errors.

B. The Problems of the study

The problem in this study will be in the following questions:

- 1) What grammatical errors occur in the narrative texts written by the grade VII students at SMP N 3 Sidikalang?
- 2) Why do the grammatical errors occur in the students' narrative texts?

C. The Objectives of the Study

The objectives of the study are to find out :

- 1) the types of errors produced by the VII grade students at SMP N 3 Sidikalang in writing narrative texts.
- 2) the causes of the grammatical errors in the narrative texts by the VII grade students at SMP N 3 Sidikalang

D. The Scope of the Study

The study is limited to the discussion of the grammatical errors and causes of errors made by the VII grade students at SMP Negeri 3 Sidikalang who are asked to write the narrative texts related to their personal experiences.

E. The Significance of the Study

The findings of the study will be useful for those who are interested in knowing and finding the errors that are made by SMP Negeri 3 Sidikalang students . The findings will be useful:

- a) Practically: For those teachers of English who want to teach writing more effectively so that the students can avoid the errors in grammar.
- b) Theoretically: For those teachers and language users who want to understand the nature of writing by analyzing the errors from a different perspective.