CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background information of the study. It introduces and describes the nature and content of the proposed study. Further, in this chapter it represents the focus of the study and the research problem of the study.

1.1 Background of the Study

Since English language is considered as an international language universally, it has been an important language to master by some countries. There have been some countries adapt English language as their second language, on the other hand there have been some which also consider as their foreign language.

It is needed to know that language is divided into two categories those are spoken language and written language. Spoken languages are made up of different sounds, meanwhile written languages are made up of signs called letters which are used to represent the different sounds of which spoken languages are composed (Davidson and Alcock, 1889, p. 1). The constructing of written and spoken language are related each other even though both of these forms different in the way of producing.

In recent years, English Practically in term of education, this language is used as a teaching-learning instrument, for learning writing, speaking, listening, and reading. Since, English is adapted as a foreign language in Indonesia there have been some significantly evidences able to attain especially in four main skills, namely listening, speaking, reading and writing.
In learning English the most significant aspect should be observed is grammar aspect. The statement is supported by Davidson and Alcock (1889, p. 1) “Grammar is the science of language and the art of speaking and writing correctly”. In constructing words, phrase or sentences whether that is spoken or written those must be related to the grammar. Grammar is concerned with the principles which determine the formation of words, phrases, and sentences. However it is needed to understand that grammar is just not used to build the formation of words, phrases, and sentences. However grammar is also concerned with the principles both of syntax and morphology which govern the interpretation of words, phrases and sentences which are built in the language itself (Radford, 1997, p.1). It emphasized that the term of written or spoken English, it is completely related to the grammatical operations and it is very sensitive to the grammatical structure of the sentences they apply to (Radford, 1997, p.14). As the writer, there has been a conclusion which is taken that grammar is the most important aspect in learning language especially for English language, and everything which relates in constructing words, phares or sentences whether that is spoken or written those must not be seperated to the grammar.

Writing requires many important aspects to support it such as: grammar, vocabulary, style, technic, etc. Writing is one of the significant main English skills. In writing students can express their feelings, idea, thoughts and opinions. Francis (1958, p. 433) claims that “writing is the systematic visible and permanent representation of the auditory and transient phenomena of speech”. Based on Francis’s statement as the writer it can be concluded that writing is just not to write our thoughts, idea on the paper however it is very necessary to create what
we write on the paper should be easy to understand not only for the writer but also for the readers. The statement following is attributed to the Chinese philosopher Confucius continues to be pertinent and applies equally to the writing. As the Chinese philosopher’s statement in Canadian association of fire chief book “if what is said is not what is meant, then, what ought to be done remain undone”. This statement has a strong meaning to admonish us that writing is very important therefore everything is related to the process of writing it has to be clear in order to avoid misunderstanding for the readers.

As such human being, it is inseparable normally revealing and rectifying an error in learning foreign language especially in writing aspect educationally. According to Brown as quoted by Mardijono (2003), “in learning a foreign language, learners are involved in the process of “approximations to the system used by the native speakers of the language” (p.1). Indirectly, this states that in learning foreign language there should be two kinds of different systems; the language learner system and the target language system.

As stated previously that in learning foreign language particularly in writing aspect, it should be normal to reveal and rectify an error which learning language. Significantly, it needs to be observed in writing there must be various errors to find. Some experts established about errors in term of writing. In learning language especially English there must be an error side even in spoken or written which is improperly with the certain rules of writing which is made by the learner (Dulay, Burt, and Krashen in Mardijono, 2003, p.27). They also categorized errors based on the errors caused such as; errors caused by fatigue, inattention are called “performance errors” and those caused by lack of knowledge of the rule of
the language are called “competence errors” (Dulay, Burt, and Krashen in Mardijono, 2003, p.28). It can be concluded that in learning language especially in writing, there will be variety of errors to find out, and definitely the errors caused.

According to the writer’s experience for two months in doing teaching practice in MAN II KOTA BATU, the researcher involved in handling one class to give course of study especially for writing. It aimed to follow the narrative writing contest that was organized by the school once a year. During the process of giving the learning and training, the writer found the student’s errors in writing narrative text. Related to the experience, the writer is motivated to conduct a study which analyzes errors in grammatical aspect especially in writing.

The writer believes that errors can serve evidences of the creativity of learners’ process that are considered helpful for the teachers because the students’ errors will show them the problems faced by their students in learning English. How far they have learned, or what remains for them to learn. Further the students’ errors are also useful for the writer in providing evidence of how language is learned or acquired. Finally it is very important for the students to make them aware of their own errors.

1.2 Statement of the Problem

Related to the problems explained previously, this has encourages the writer to seek answer of the questions up as follows:

1. What are the types of grammatical errors faced by the students in writing their narrative text?
2. What are the most dominant grammatical errors faced by the students in writing their narrative text?

1.3 Purpose of the Study

This research has two main purposes to attain, definitely as related to the statement problems:
1. To describe the student’s errors in writing their narrative text.
2. To identify the most dominant errors faced by the students in writing their narrative text.

1.4 Scope and Limitation

This study focuses on the grammatical errors both morphological and syntactic errors which occur in the students’ narrative text consisting twenty papers. In conducting this study the writer involves one class the eleventh grade students of Man II Batu as the research subject of the study.

1.5 Significance of The Study

By conducting this study, it is extremely expected that the result of this study would be able to help the teachers in teaching English material especially in writing narrative text. Moreover particularly this study is expected to help the students know and understand their errors while they are writing narrative text. Not only that after knowing and understanding their errors in writing, they will be expected to motivate to correct their errors. Generally for the readers the result of this study is able to increase the reader’s knowledge based on what this research
has proven, and also as the writer this study is expected able to give a benefit for the others researcher further.

1.6 Definition of Key Terms

The aim in explaining the key terms of this research are to avoid any misunderstanding that may exist in investigating this study. There have been some key terms which are particularly needed to define as follows:

1. Grammar

According to Davidson and Alcock (1889, p.1) “grammar is the science of language, and the art of speaking and writing correctly”. Grammar is particularly important in language because whenever we speak or write it is inseparable from the grammar.

2. Error and mistake

Error was flawed side of speech or writing which is made by speaker or writer. Error and mistake are definitely different. Error is occurred systematic and consistently in speaker/writer’s linguistic system project (Dulay, 1982, in Novita, 2003, p.4). While According to Corder, 1999, in Tafani, (2009, p.49) stated, “a mistake is a problem not of knowing but of application”. In this study, errors are flawed sides which made by the students in writing their narrative text.

3. Writing

Writing is the primary part of language which used to convey information, ideas, beliefs, and impression to others. As what people want to express too complex orally and when the communication is needed to be permanent form for the others to read (Jacob, 1985, in Novita, 2003, p.5).
4. Narrative text

Narrative text is one of main types of English text. Narrative text is used to express ideas by telling story or experience in a chronological order (Smalley, 1982, in Novita, 2003, p.5)