

CHAPTER I

INTRODUCTION

This chapter explains such things as; background of the study, statements of the problem, purposes of the study, scope of the study, significances of the study, and definition of key terms.

1.1 Background of the Study

In this globalization era, the prevalent use of the English as a means of communication is in constant expansion. This fact is reflected in different fields and in various domains in which English is considered as a communication tool and it makes English become one of the important languages for conducting communication in international society. This situation brings a new challenge for Indonesian education which is expected to provide broader knowledge and insights to the people.

English is a language that is used by almost everyone in the world. In Indonesia, English is the first foreign language and it is as a compulsory subject that is learned in the schools. The purpose of English teaching itself is to develop communicative ability of the learners in language skills that consist of listening, speaking, reading, and writing. In educational activity, writing is an important skill learned by most of the students.

According to Tillema (2012, p. 1), writing is a complex skill and the most important skill that must be mastered by the students for the educational success.

It means that writing is a critical thinking activity that involves advanced skill. Moreover, Anom, et.al (2013) states that the complex activity of writing needs a long process which involves critical thinking and logical idea development. Through writing, students can develop their competency in organizing sentences to create a good writing (Andayani, et.al, 2013). Therefore, writing can help to develop students' competency in delivering their ideas in written form.

In writing process, the students are expected to know several writing steps. According to Tompkins (2008, p. 6), writing process is a writing instruction which emphasizes on what they think and do to produce their final writing products. According to Harmer (2002, p. 4), there are four important writing steps that should be followed, namely; *planning, drafting, editing (revising), and final version*.

In writing activity, the students' performances will be measured based on five elements of writing, namely:(1) *Content*; it refers to the unity of the main idea in writing; (2) *Organization*; it refers to the coherency of writing; (3) *Vocabulary*; it refers to the selection of suitable words to make a good content; (4) *Language use*; it refers to the grammatical and sentence pattern; (5) *Mechanic*; it refers to the graphic composition in arrangement of writing format (Farisa, et.al, 2016, p. 112). These are all used to make a good writing product. Hasibuan and Handayani (2018) states that writing product has several types of texts that can be written by the students, such as; descriptive, narrative, procedure, recount, report, etc.

In English learning, especially in Indonesia, the students are expected to master several writing competencies. As an example, the tenth grade students are expected to be able to master the competency of writing narrative text. This

expectation is clearly stated in *PERMENDIKBUD RI No. 37, Tahun 2018*, “*Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat*”.

It means that the students are required to be able to write contextually, in the sense that the students’ writings are related to the social function, text structure, and linguistic aspects of narrative text related to the folk-legend whether in written or spoken forms.

Iwuk (2007, p. 80), states that narrative text is a text about fiction or non-fiction which consists of various types of narrative texts, such as; fairy tales, folklore, etc. According to Housden (2010, p. 36), narrative text is a story which aims at entertaining the readers. The readers can feel happy or sad after reading narrative texts. Even though, it is a sad ending narrative text, the readers are actually still being entertained.

Ariyanti (2016) states that EFL students in Indonesia, feel difficult in mastering writing skill, since there are some differences between Bahasa and English such as structural and grammatical terms and styles. Grammar in writing is an important thing that have to be mastered by the students especially in speaking skill and writing skill. Moreover, according to Thornbury (1999), grammar is the concern of language rules which is used to form the sentences. Therefore, in writing grammar is an essential thing to form the sentences to make a good writing product.

Based on the phenomena found at SMA Negeri 3 Singaraja, there were a lot of students who considered that writing was very difficult because of several problems. One of them was that they felt hard to express their ideas in written

form as they still got a very limited mastery in grammar and vocabularies. This school, has an interesting topic for this research, it is about students' grammar. In SMA Negeri 3 Singaraja has several students' levels especially in the tenth grade students. The tenth grade students still in transition time from junior high school to senior high school, that is why the tenth grade students are suitable subjects in this research. Based on *PERMENDIKBUD RI No. 37, Tahun 2018*, the tenth grade students are expected to be able to master the competency of writing narrative text. The tenth grade students specifically in X IPA 1 are suitable as the representatives of the whole the tenth grade students, because of their competency's levels.

This research focuses on describing the grammatical errors, identifying the sources of errors committed by tenth grade students, and reporting the difficulties commonly faced in writing. This study was conducted at the tenth grade students of X-IPA-1 of SMA Negeri 3 Singaraja.

1.2 Statements of the Study

Based on the explanation on the research background above, the research questions of this study can be formulated as follows:

- 1.2.1 What are the types of grammatical errors committed by the tenth grade students of SMA Negeri 3 Singaraja in writing narrative texts?
- 1.2.2. What are the sources of grammatical errors committed by the tenth grade students of SMA Negeri 3 Singaraja in writing narrative texts?
- 1.2.3 What are the difficulties commonly faced by the tenth grade students of SMA Negeri 3 Singaraja in writing narrative texts?

1.3 Purposes of the Study

Based on the statements of the research questions previously mentioned, the purposes of the study are:

- 1.3.1 To describe the types of grammatical errors committed by the tenth grade students of SMA Negeri 3 Singaraja in writing narrative texts.
- 1.3.2 To identify the sources of errors committed by the tenth grade students of SMA Negeri 3 Singaraja in writing narrative texts.
- 1.3.3 To know the difficulties commonly faced by the tenth grade students of SMA Negeri 3 Singaraja in writing narrative texts.

1.4 Scope of the Study

This study is limited to educational environment only, especially in terms of the analysis of the students' narrative texts. The limitation of the study is, as follows:

- 1.4.1 The subjects of the study are limited to the tenth grade students especially X-IPA-1 of SMA Negeri 3 Singaraja.
- 1.4.2 The objects of the study focus on narrative texts written by X-IPA-1 students of SMA Negeri 3 Singaraja.

1.5 Significances of the Study

This study is expected to give several useful information for students, English teachers, and future researchers.

1.5.1 Theoretical Significances

This study is useful for facilitating innovative and creative activities in order to develop students' writing competency and their awareness of the difficulties in writing, especially in terms of grammar.

1.5.2 Practical Significances

1) For students

This study is expected to be able to give benefit to students as their motivation to make them having high ability development and decrease the difficulties in writing. The students can be aware about their difficulties in writing narrative texts and can create supporting writing activities which enhance writing ability as well.

2) For teachers

This study is expected to give additional information for the English teachers as they can create supporting writing activities that can decrease students' grammatical errors and problems in writing activities that can encourage students to master 4C (*Critical thinking, Creative, Collaborative, and Communicative*) based on the current curriculum.

3) For other researchers

This study is expected to be able to make the future researchers design and develop more intensive researches by investigating other variables, other grammatical errors and difficulties in writing narrative texts.

1.6 Definition of Key Terms

In order to avoid ambiguity and misunderstanding of the terms used in this research, certain key terms used in this research are briefly defined both conceptually and operationally as follows:

1.6.1 Conceptual Definition

1) Writing

According to Toba, et.al (2019), writing is a productive skill which is important to be mastered by EFL students in learning English.

2) Narrative Text

According to Housden (2010, p. 36), a narrative text is a story which aims at entertaining the readers and it includes the components of writing like orientation, complication, resolution, and reorientation.

3) Error Analysis

According to Brown (2007), error analysis is the procedure of observing, analyzing, and classifying errors made by learners in the process of acquiring target language.

4) Error

According to Richards, et.al (2002), errors are breaking the uses of words or grammatical items made by students and they can not correct their errors by themselves.

1.6.2 Operational Definition

1) Writing

Writing in this research refers to the writings written by the tenth grade students of SMA Negeri 3 Singaraja, in which the grammatical errors committed by the students in their writings are analyzed.

2) Narrative text

A narrative text in this research refers to a story text which tells about folk-legend/folklore story which consists of conflict and problem solving in the story that is written by each student in X-IPA-1 of SMA Negeri 3 Singaraja.

3) Error Analysis

Error analysis in this research refers to the procedure of observing, analyzing, and classifying grammatical errors committed by students of X-IPA-1 at SMA Negeri 3 Singaraja in writing narrative texts.

4) Error

Error in this research refers to the errors made by X-IPA-1 students in their narrative texts, in which the grammatical errors.