

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the research problems, the objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

A. Background of the Study

Richard and Rodgers (2001: 112) explain that language is system on account for rules available in any linguistics unit of language (or fact); and the number of the symbols in a certain language is countless as some researchers state. It means that language consists of some rules that form a system and symbols which have meaning. Moreover, language is verbal behavior that usually people use to communicate with other people around them. In addition, it is one of the tools to do some interactions and give response to someone (Harmer, 2007:21). In other words, language is so crucial because it is as a device for people to interact with other people in the society, and it becomes one of international languages which most global community uses English as a media of communication with others. In short, language has important role because human needs language to communicate to another whether for transactional or interactional purposes.

Nowadays, the roles of language are truly needed, especially English as international language because much information are published and

informed in English. If people do not master English, they will not be able to access the information through mass media or electronic media which most global information is informed through them. Moreover, most profession insists the applicants to master English. Therefore, if Indonesian students are not capable of mastering English as soon as possible they will be left behind by another country. As a result, they are not able to face the globalization era because the competition is so tight. Consequently, it will be horrible situation for this country.

According to Setiyadi (2006:22), English is categorized into a foreign language in Indonesia because it is learned only at school and people do not speak the language in the society. Brown (2000:13) explains that learning a foreign language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. It means that learning English as a foreign language may not be ignored because it needs a real effort to learn this language. Language learners are recommended learn everything related to the language so that they can understand well the language itself. Hence, Indonesian learners are suggested to work hard to learn English so that they are able to master the English well.

Based on those explanations, it is understood that Indonesians do not use English in daily life like Australia, America and Singapore so that it may be more difficult for Indonesian learners to master the language. Fortunately,

the government makes a good decision which is making the English as a must subject to be taught in junior and senior high school and even in university level so that Indonesian learners have enough chance to learn English well.

The English learners have to know that English consists of English skills and components. English skills include listening, speaking, reading and writing, and English components are grammar, pronunciation and vocabulary. Both English skills and components must be understood by the learners. However, in this study the researcher is curious to research about English skill particularly writing. Writing is the learning process of shaping experience into text, allowing the writer to discover, develop, clarify, and communicate thoughts and feelings. Writing requires and supports the development of thinking skills. Learning to write brings the learner into the literate community as an active participant in the conversation. Writing is our media for expressing our ideas or thoughts. It is because the students often think that writing is not easy as it looks like. Hence, the students often make errors in their writing, and find some difficulties. However, in this study, the researcher does not research about the students' grammatical error in writing of junior or senior high school, yet she studies the college students' grammatical error in writing skill particularly in English Education Department.

The reason to research the college students' writing ability is because the researcher wants to know the skill of the English teacher candidates in mastering writing especially in narrative text. If the teacher

candidates are not able to master English, it may give bad effect to the students they teach in future. Dealing with students lack of writing skill, Hartley and Male (1962: 24) point out those graduates do not know how to write because this school teachers fail to provide them with adequate writing skill. It means that most graduate students do not master writing skill well because the teachers have less writing ability, and give less practice to their students. Therefore, the researcher wants to study grammatical error found in writing of the first year at IAIN Tulungagung.

Moreover, in teaching writing, the teacher has an important role.

John (1997: 12) states that:

Teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics).

From John's explanation, it can be inferred that teachers have a crucial role in causing the students' mastering the writing skill. The teachers must guide the students find what they want to write, then drafting, revising, and last editing. Those all need much effort and skill that must be owned by the English teachers. If the teacher does not understand writing well, and make errors in writing, it may cause the students writing on error way.

There are many types of genre reading which is narrative, descriptive, exposition, persuasive, recount etc. Those kinds of text must be understood by the university students. However, this research focuses on

error analysis in narrative text made by the first year students at IAIN Tulungagung because it is the material taught by the lecturer in the first year at IAIN Tulungagung.

In Curriculum 2006 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. In other words, narrative is a writing result tells about a story with a certain purpose whether to entertain or to inform the reader. Each person may have an experience of amazing event, and he/she is able retell his/her experience well orally. However, it may difficult to do it in written from whether in native language or even in foreign language. Consequently, the college students may find difficulties in writing narrative text so that cause errors on some parts in writing.

Based on the explanation above, this research is entitled “Error Analysis Study on Grammatical Error Made by First Year Students of IAIN Tulungagung in Narrative Text in Academic Year 2014/2015”.

B. Statement of the Research Problems

Based on the background of the study above, the research problems of this research are as follows:

1. What kind of grammatical errors were made by the first year at IAIN Tulungagung in writing narrative text?
2. Which types of error categories have the highest and the lowest frequency?

3. What were the possible causes of those errors?

C. The Objectives of the Study

Based on the problems above, the objectives of the research are as follows:

1. To identify what kind of grammatical errors were made by the first year at IAIN Tulungagung in writing narrative text;
2. To identify which types of error categories have the highest and the lowest frequency;
3. To know what were the possible causes of those errors.

D. Significance of the Study

This research is expected to give contributions to:

1. The English Teachers

The result of the research is useful to improve the quality of the way to teach writing. In addition, after knowing the students' errors and problems, the lecturers can determine the suitable technique to help the students to solve the problems in writing.

2. The Students

The students are able to recognize their writing achievement in narrative text. Moreover, they can try to improve their writing achievement after knowing the errors they make in learning writing.

3. The Other Researchers

The result of this research is expected to improve the knowledge as a reference to conduct another research, particularly error analysis in writing narrative text.

E. Scope and Limitation of the Study

Some people give different definition between error and mistake. Mistake refers to the failures to use the language system correctly caused by some factors such as carelessness, memory lapses, and physical condition. While error, refers to the failure to use the system correctly caused by the lack of the students' competence. Because the scope of this research is the error analysis study on grammatical error made by first year students of IAIN Tulungagung in narrative text in Academic Year 2014/2015. Therefore, the researcher considers all of wrongness in the students' writing as errors. In addition, this research limits the research only on the result of error analysis in narrative text of the campus.

F. Definition of Key Terms

In order to avoid misunderstanding, the writer explains the definition of key terms as follows:

1. Error Analysis

According to Richard et al. (1985: 96), error analysis is the study and analysis of the errors made by second and foreign language learners.

It means that language learners are possible to make errors in learning process of other language, and error analysis is a method used by the researcher to know how many errors created by the students. Those definitions may give enough understanding about error analysis.

2. Writing

Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence. All of this items essential in writing. In line with this, Hartley and Male (2004: 85) defines that writing is a frame means of developing of our thinking and our emotion and therefore of defining and redefining, ourselves. In other words, writing is able to help people more to consider their thought, to analyze their feelings because it gives them time and opportunity for reflection.

3. Narrative Text

Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. It means that narrative text tells the reader about a tale whether to make the reader enjoying the tale or to inform about a tale or a story.

G. Organization of the Study

Organization of the study is given to make the reader to understand about the content of the research paper. Therefore, the organization is as follows:

Chapter I is introduction, and it presents about background of the study, statement of the research problems, the objectives of the study,

significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

Chapter II is review of related literature. It presents the nature of writing, narrative text, grammar, the definition of error analysis, the procedures of error analysis research, sources of error, and previous studies.

Chapter III is research method. It covers research design, population, sampling and sample, place of the study and time of the research, data and data sources, the methods of collecting data and instruments, and data analysis.

Chapter IV is discussions which deal with research findings which include types of errors, frequency of errors tabulation, and sources of errors.

Chapter V presents conclusions and suggestions based on the research findings and discussion.