

Grammatical errors in writing Narrative text made by Ninth Grade Students of SMPN 1 Kuta Buluh, Tanah Karo

CHAPTER I INTRODUCTION

1.1 Background of the Study

For many people, learning English is essential. In the majority of other nations, English is the main foreign language taught in schools (Onishchuk et al., 2020). Approximately 150 million children are thought to be studying English as a foreign language in schools right now. Its value as a universal language is the source of its popularity. For worldwide communication in trade and tourism, economic and military support, and scientific and technological publications, mastery of English is often seen as being necessary. From elementary school to college, it is also the most typical foreign language that students are obliged to learn. (Pennycook, 2017)

English language instruction and grammar are closely intertwined. Learning grammar is a crucial part of learning a language. Additionally, there is a practical requirement to prioritize grammar studies. While using dictionaries to determine a word's pronunciation, spelling, or meaning is a straightforward skill to pick up, using grammar books necessitates a solid grasp of grammar. Students must therefore possess a stronger understanding of English grammar in order to study it. Greenbaum and Nelson (2018).

Because English and Indonesian are slightly distinct languages, Indonesian learners appear to struggle with acquiring English grammar. This is one of the aspects that can cause learners to make mistakes (Husda et al., 2020). There are some apparent differences between English and Indonesian grammar. One illustration is the employment of tenses. The past, present, and future tenses of a verb in an English sentence indicate how the time period in question will take shape. On the other hand, the Indonesian language does not distinguish between the use of time and tense. (Anjarani & Indahwati, 2019).

Due to this fundamental difference, many students occasionally make grammar errors when composing English writing. The students' work has several grammatical faults. They do not always pay attention to their faults and are unsure how to repair them.

There had been various studies on grammatical errors. Wijaya (2007) conducted study on the grammatical errors produced by Santa Theresia II fifth-year students when constructing interrogative sentences. By using the Richard (1974) classification of errors, she found that the majority of students made mistakes when using an auxiliary.

Furthermore, Victoria (2009) applied Ho (2005)'s theory of mistake taxonomy in her study about error analysis and discovered that the noun group had the most errors, followed by the verb group, the sentence structure, and the preposition.

Then Sa'diyah (2010) conducted research on the grammatical faults in students' bilingual magazine competition movie reviews. Burt and Kiparsky's (1974) idea of error analysis was applied in her research. She discovered four sorts of grammatical faults out of six. The most common kind is missing the simple predicate 'be' in the skeleton of English sentences.

In 2011, Aprillia also looked into the grammatical errors in English writing produced by SMK Pariwisata's tour and travel services department's twelfth-grade pupils. She analysed the results using Ho's (2005) theory of classification errors. The most often mistyped words were nouns and noun clusters, she observed.

Erkaya eventually carried out a study named "Vocabulary and L1 Interference - Error Analysis of Turkish Students" (2012). He examined the flaws in 17 English essays authored

by 17 Turkish students. He observed that lexical errors were by far the most problematic using the mistake analysis technique devised by Burt and Kiparsky (1974).

Despite the fact that there have been numerous studies on grammatical errors, none have been published on the production of narrative writings among Junior High School Students. The author attempts to focus on grammatical faults in narrative texts written by ninth-grade students at SMPN 1 Kuta Buluh, Tanah Karo, Sumatera Utara in this study. The author chooses narrative texts because they deal with past events and had to be expressed in the past tense.

Many students are likely to make grammatical errors when producing narrative texts since Indonesian, their first language, lacks a past form. Narrative text is another sort of material that junior high students are required to study. Although having previously learned the materials, the ninth grade students still committed some fundamental errors in producing simple and short narrative writing.

1.2 Research Problems

This study encounters two problems, which are as follows:

- 1) What kinds of grammatical faults do ninth-grade students at SMPN 1 Kuta Buluh, Tanah Karo, Sumatera Utara make when writing narrative texts?
- 2) What are the most common types of grammatical errors identified in narrative texts written by the SMPN 1 Kuta Buluh students, Tanah Karo, Sumatera Utara?

1.3 Objective of The Study

The objectives of the study are:

- 1) To determine the types of grammatical errors made by ninth-grade students at SMPN 1 Kuta Buluh, Tanah Karo, Sumatera Utara in composing narrative texts
- 2) To identify what the most dominant types of grammatical error in writing narrative texts done the ninth-grade students at SMPN 1 Kuta Buluh, Tanah Karo, Sumatera Utara are.

1.4 Significance of the study

Both theoretical and applied contributions are anticipated from this work. According to the author, the study will contribute fresh perspectives to the field of language acquisition research, notably in the area of error analysis, and will help students improve their understanding of grammar in their writing abilities.

Additionally, this research is anticipated to offer teachers and students useful support. Teachers may find some effective writing instruction strategies. On the other hand, this study might aid students in improving their writing abilities, particularly with regard to removing grammatical errors.

1.5 Definition of Key Term

- Grammatical Error: A mistake that violates grammatical rules and could lead to subpar writing.
- A narrative text is one that aims to delight readers by telling a tale about complicated or troublesome circumstances that cause a crisis and then have a happy ending.