

CHAPTER I

INTRODUCTION

A. Background Of The Study

Language is one of means of communication for human beings in the world. Language is very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their idea. And language is an arbitrary system of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs thing, process, and events in the human environments.

English has become an international language. People of different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge. Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those function of language, people study language both formal and informal.

Grammar may also serve to express time relations, singular/plural distinctions and many other aspects of meaning. There are rules which govern how words have to be manipulated and organized so as to express these meanings : a competent speaker of the language will be able to apply these rules so as to convey his or her chosen meanings effectively and acceptably. The role of grammar is perhaps one of the most controversial issues in language teaching.

In the early parts of the twentieth century, grammar teaching formed an essential part of language instruction, in other aspects of

language learning were either ignored or the downplayed. The argument was that if you knew the grammatical rules of the language. You would be able to use it for communication, this concept was strongly challenged in the early 1970s.¹ Knowledge of the grammatical system of the language, it was argued but one of the many components which underlay the notion of communicative competence. To be considered a competent user of a language, one need to know not only the rules of grammar, but also how the rules are used in real communication. During this period teaching grammar became less prominent, and in some case was abandoned. People now agree that grammar is too important to be ignore, and without a good knowledge of grammar, learners' language development will be severely constrained.

There is no doubt that some kinds of implicit knowledge of grammar is necessary for the mastery of a language at anything beyond a very basic level, you cannot use words effectively unless you know how they should be put together in a acceptable sentence or phrase sentences. This does not necessary mean that you have to be able to articulate the rules, native speakers of any language express themselves in their own language (L1) correctly, but can rarely explain what the rules are that govern such express. But people learning the grammar of an additional language through a formal course of study probably do not do so the same way as they laern their first language. There has been some discussion in recent years of how such learning can be most effectively brought about.

¹ Jack C. Richards & Willy A. Renandya, *Methodology In Language Teaching*, (new york, Cambridge University Press, 2002), p.145

Human is a social creature which is not far from communication someone is able to have a social interaction through communication and they can explain their attitude, feeling and thinking to other people. The statement above shows that language is something important and influence to all of a human being, because by language we can express our mind and communication. Communication occurs between two or more people. There is an interaction between them. Kridalaksana on Linguistic Dictionary said that "Communication is the process of giving information from speaker to hearer"². When two people are in communication process especially in conversation, that language becomes an important instrument. English is an important language, it is an international means of communication.

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of nonprestige forms.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises

² Kridalaksana harimurti, *Kamus Linguistik*, (Jakarta : Gramedia pusaka utama, 2001) p.116

and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

Error Correction at all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need must build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.

The skill of English that really considered to be hard is writing. Students make more incorrect productions when it relates to writing. The reasonable explanation of those circumstances is that writing is the combination of all English skills. When students write, they accommodate their whole aspects of English knowledge.

Related to writing, the term might vary. Here the writer use the term of constructing. Constructing is the product of written expression made by students. The constructiong here specify to the Grammar. Many of second language learners believe that Grammar is hardest part of English writing especially connected to the writing process. This is practically normal. However, the writer want to know specifically the errors that students of second language learner keep doing.

Based on the reason above, the researcher is motivated to conduct the study about “*THE INFLUENCE ANECDOTE TOWARD STUDENTS’ READING COMPREHENSION*”. It is a case study at the third grade of MTs Al-Mubarak Serang.

B. Identification of Problem

As it is said before, writing is the most difficult skill in English considered by students. Students do make error in the writing production. In the case of grammar as modifier, the writer assumes will find errors when they are constructing the grammatical in narrative text.

The result of this research will show their ability in writing. What content their bring in the writing productions and the features of their ability of the particular writing in narrative.

As stated on the background of study the writer will take out the identification of problem

1. The students have the difficulties in narrative writing.
2. The students have problem with grammar.

C. The Focus Of Problem

The writer focusing the problem grammatical error analysis students' in narrative writing as follow :

The kinds of error are : Singular-Plural, word form, word choice, verb tense, add a word, omit a word, word order, capitalization, incomplete sentence, spelling and article.

D. The Statement Of Problem

For this reason the writer intends, through this case to find out students' error analysis in writing narrative text. The principles of problem can be formulated as follow :

1. How is the students' error in narrative writing ?
2. What are the common errors made by students in writing narrative text ?
3. What are the causes of error made by students in writing narrative text ?

E. The Objectives Of Problems

The writer tries to describe the objectives of research as follows :

1. To know the students error in writing narrative text.
2. To know the common error made by the students in writing narrative text.
3. To know the causes error made by the students in writing narrative text.

F. Previous of Study

In conducting this research, the researcher has read the following previous researcher as follows:

1. The first previous study of research is arranged by Erza Ardiansyah his student register number is 062300024. He was studied at IAIN SMH Banten until 2010 his title is “an Error Analysis of students’ writing on report” (a case study at second grade of vocational school in SMK Karya Fajar Petir). The conclusion of his research is that he can draw a conclusion that the type of error. Based on the resaearch, it can be concluded :
 - a. The type of error that always made by students in their writing are addition of word, article, capitalization, punctuation, singular and plural, word form, reflexive pronoun, spelling and word order.
 - b. The cause of errors are in addition of word is caused by interfernce between indonesia sentence and english sentence, the english sentence is different from indonesia. Article is caused by lack of knowledge, punctuation is caused by students do not pay attention the punctuation. Singular and plular is caused by interference between the first language to the second language. Word order is caused by lack of knowledge on grammar.
 - c. According to the right reconstruction, the students’ writing is not perfect yet in grammar rules because of the lack of knowledge about grammar.

2. The second previous study is arranged by Idris. His student register is 102301031, he was studied at IAIN SMH Banten until 2014. The title is "Error analysis on the use of verb in writing narrative text" (a case study at second grade of SMA Daar El Qolam Gintung, Jayanti Tangerang). From the research he concluded that the students understanding about narrative text is still low. It can be seen the total students' error is 210 error from 20 students.

From the previous study above, the writer want to make different research by focusing the discussion on students' Junior High school. The writer thinks that the students still confuse in grammatical and narrative text especially in junior high school, it need activity in order to encourage students to improving their knowledge, because the teacher will face the students' reluctant to comprehend and to easier remember in writing narrative text.

The writer wants to investigate the students error in writing narrative text. The writer hopes this research will help both students and teacher to make easy in teaching grammar.