

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Learning English is a necessity for some people. According to Greenbaum and Nelson (2002), English is studied as the primary foreign language in most other countries. One estimation is that over 150 million children are currently studying English as a foreign language in their schools. Its popularity lies in its value as an international language. Knowledge of English is perceived in most parts of the world as essential for international communication in commerce and tourism, in economic and military aid, and in scientific and technological literature. English is also the most common foreign language which has to be learned by students, even by college students. Therefore, college provides English department as one of its majors.

Learning English cannot be separated from learning grammar. In the study of language, grammar occupies a central position. Greenbaum and Nelson (2002) added that there is also a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of grammar. Thus, students need deeper knowledge to learn English grammar.

The English grammar seems different from the Indonesian grammar in some ways. One of them is the use of tense. According to Azar (2000), tense is a

verb to show a form within a certain time in English sentences which are divided into three parts: past, present, and future. On the other hand, the Indonesian grammar does not distinguish its grammar based on the use of time or tense.

Because of the fundamental difference, students sometimes make errors on the use of grammar when they produce an English writing. The students cannot avoid the grammatical errors in their writing. Sometimes, they do not pay attention to the errors they make and they do not know how to correct the errors.

Actually, there are some studies about error analysis. Wijaya (2007) did a research about grammatical errors made by the fifth year pupils of Santa Theresia II on making interrogative sentences. By using classification of errors suggested by Richard (1974), she found that most pupils made errors in the use of auxiliary.

Besides, Victoria (2009) who used the theory of taxonomy of errors by Ho (2005) in her study about error analysis found that the most mistakes occurred in the noun group, second is in the verb group, third is in the sentence structure, and the last is in the preposition.

Sa'diyah (2010) did a research about grammatical errors of students' movie review of bilingual magazine competition. The theory of error analysis by Burt and Kiparsky (1974) was used in her study. From six types, she found four types of grammatical errors. The most dominant type is in the skeleton of English clauses in type of missing the simple predicate 'be'.

Kirkgoz (2010) analyzed some written errors done by a Turkish adult learner of English. He used the theory of taxonomy of errors proposed by Brown

(1980). As the conclusion, he stated that there were 220 cases of interlingual errors. Those errors were also the highest number of all.

Then, in 2011, Aprillia analyzed grammatical errors in English writing produced by the twelfth grade students of tour and travel services department of SMK Pariwisata. She analyzed the findings based on the theory of classification errors by Ho (2005). She found that the highest number of errors were errors regarding to noun and noun group.

Finally, a study entitled ‘Vocabulary and L1 interference – Error Analysis of Turkish students was done by Erkaya (2012). He investigated errors in a corpus of 17 English essays written by 17 Turkish students. Using the error analysis theory by Burt and Kiparsky (1974), he found the errors in lexicon were by far the most problematic errors.

Although there are many studies about error analysis, none of them has written about writing narrative texts. In this study, the writer tried to focus on analyzing the grammatical errors in writing narrative texts done by the second semester students at the Diploma Program English Department in Airlangga University Surabaya. The writer chose narrative texts because they deal with certain events which have already occurred beforehand and must be written in the past form. The students could probably do grammatical errors in produce narrative texts because as we know Indonesian as their first language does not have any past form. Narrative text is also one of the tasks which the lecturer of Writing II (the writing subject on the second semester) gave to the students. In fact, the second semester students still made some fundamental errors in produce simple

and short narrative writing although they have already learned the materials and passed their writing I on the first semester.

## **1.2 Research Problems**

There are two problems which come up to this study, they are as follow:

- 1) What are the types of grammatical errors based on Ho theory of grammatical errors taxonomy found in writing narrative texts done by the second semester students at the Diploma Program English Department Airlangga University Surabaya?
- 2) What is the most dominant type of grammatical error based on Ho theory of grammatical errors taxonomy found in writing narrative texts done by the second semester students at the Diploma Program English Department Airlangga University Surabaya?

## **1.3 Objective of The Study**

The objectives of the study are:

- 1) To describe the types of grammatical errors based on Ho theory of grammatical errors taxonomy in writing narrative texts done by the second semester students at the Diploma Program English Department Airlangga University Surabaya.
- 2) To find out the most dominant type of grammatical error based on Ho theory of grammatical errors taxonomy in writing narrative texts done by the second semester students at the Diploma Program English Department Airlangga University Surabaya.

#### 1.4 Significance of the study

This study is expected to give both theoretical and practical contribution. For the theoretical contribution, the writer hopes that the study can give new ideas to expand research in language learning especially on error analysis and add students' knowledge to understand grammar in their writing skill better.

In addition, this study is also expected to give practical contribution to both the teachers and the learners. The teachers could find the other better methods in teaching writing. On the other hand, this study could assist the students to improve their ability in writing, especially in reducing their grammatical errors.

#### 1.5 Definition of Key Term

- Grammatical Error : An error which is not suitable to the grammatical rules that may make writing become not good (Burt and Kiparsky, 1974).
- Narrative Text : A text which has a purpose to entertain the readers with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution (Sudarwati & Grace, 2007).
- Writing II : The subject at the Diploma Program English Department in Airlangga University Surabaya for the second semester students.