

CHAPTER I

INTRODUCTION

This chapter discusses some aspects that deal with the topic of the research. They are background of the research, problem of the research, objective of the research, the operational definition of term, the significance of the research and the scope of the research.

1.1 Background of the Research

Grammar is one important component to study English beside pronunciation and vocabulary. According to Williams (2005:2) in fact, until modern times, grammar was the most important part of a young person's education. When we study grammar we also study about the tenses and how to arrange the words to become sentences. Cowan (2008:3) says grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Williams (2005: 17) states grammar instruction is a significant part of the language arts curriculum at all levels of public education.

Many students say that grammar is not an important thing to study English. The most important thing is how we can speak fluently. When we speak, we do not pay attention about grammar because it will make us confused and afraid to say anything to other students. In fact, we also need grammar to study English such as

writing, reading, listening and speaking. Grammar can help us to make good sentences. According to Williams (2005:53) grammar deals with structure and analysis of sentences.

Grammar can help the students to write the sentences clearly. The rule of grammar can help us to put the subject, verb, object, preposition, noun and adjective so the sentences will have a good meaning and easy to understand for the reader. Grammar also helps the students to speak very well and easy to understand for the listener. Thornbury (2011:4) says grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking. Williams (2005:20) states the most influential assumptions are the following:

- Grammar instruction leads to correct speaking.
- Grammar instruction develops logical thinking.
- Grammar instruction improves writing and reduces or even eliminates errors.

Many reasons why the students do not like grammar, they think that it is difficult for them, it makes them get bored, they should memorize the rules of grammar before writing something and they are also afraid to say anything to other students because they should pay attention to grammar. If they realize how important it is, they will throw these reasons away and try to study hard. They only need to practice more everyday. By using good strategy, they will like to study grammar and will not think that grammar is difficult.

The problem is also found in a lot of classes at school. As what was observed in SMK Negeri 5 Jember, most of the tenth grade student failed in understanding

grammar. They were confused about possessive, singular/plural, preposition, article, simple past tense, past continuous tense and modal auxiliary verb. They were also difficult to write in good sentences using correct grammar. Most students also had limited vocabulary so they could not explain their idea very well. The teacher gives minimum standard score for English subject only 60 in writing and grammar but the researcher uses minimum standard score in this research is 66.

Based on the preliminary study, the researcher had given two tests to the students because the researcher wanted to know the ability of the students in Grammar. They were pretest on writing and pretest on grammar. In the result of pre-writing test, there was 1 student or 3.5% of the total students could achieve the minimum standard score of the teacher and 96.4 % of the total students could not achieve the minimum standard score of the teacher. It can be seen on appendix 5. Then in the result of pre-grammar test, there were not students who could achieve the minimum standard score of the teacher so 100% the students could not achieve the minimum standard score of the teacher. It can be seen on appendix 8.

Based on the rationale, the researcher is interested in conducting a research on grammar topic to find out if the implementation of an analysis of the Tenth Grade Students' Error in Writing Narrative text will help the students to improve their grammar mastery. The research will be conducted at SMK Negeri 5 Jember. The reason of choosing the school as the area of study is based on the result of the preliminary study conducted by the researcher. The result showed that all the students have not reached the minimum standard score of the researcher that was 66 yet.

The reason for choosing error analysis in teaching grammar is to develop the ability of the students to identify which are the correct sentences and which are the wrong sentences. Using error analysis will help the students to study more about grammar. According to Wu and Garza (2014:1257) error analysis studies have been conducted in the English as a second or foreign language context. These studies are important to be conducted because students' errors always can provide knowledge how the language is learned, and how it provides the information to the teacher to revise their lessons.

1.2 Problem of Research

Based on the reasons above, the problem of this research is "How can the use of an Analysis of the Tenth Grade Students' Error in Writing Narrative Text improve Grammar Mastery at SMK Negeri 5 Jember in the 2015/2016 Academic Year?"

1.3 Objective of the Research

Based on the problem above, the objective of the research is the use of an Analysis of the Tenth Grade Students' Error in Writing Narrative Text can improve Grammar Mastery at SMK Negeri 5 Jember in the 2015/2016 Academic Year.

1.4 The Operational Definitions

It is important to explain operational definition of the terms related to the variable of the research in order to avoid misunderstanding between the writer and the reader. It will also keep the reader to be in line with the writer's interpretation. The

terms that are necessary defined are “An Analysis of the Tenth Grade Students’ Error in Writing Narrative Text” and “Grammar Mastery”

1. Error Analysis

According to Wu and Garza (2014:1256) error analysis is a type of approach to analyze a second/foreign language learners’ speech or writing performance. Error analysis in this research is analysis of the students’ error in writing Narrative Text to improve their grammar mastery.

2. Grammar Mastery

According to Williams (2005:2) grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions.

Grammar mastery in this research refers to the students’ ability to understand the grammar very well for example article, possessive, singular/plural, preposition, simple past tense, past continuous tense and modal auxiliary verb on the minimum standard of test score is 66.

1.5 The Significance of the Research

It is important for the researcher to know the result of the research. This is expected to give advantage for:

1. The Researcher

The researcher will get a lot of experience in teaching learning process and get a lot of knowledge that will be useful for her future.

2. The English Teacher

The result of this research is expected to solve the problem related to the teaching of grammar. This information will give the example of how to teach grammar easily.

3. The Students

Through this research, the students will be more enjoyable, interested and enthusiastic in teaching learning process in the classroom.

4. The Other Researchers

Hopefully, the research finding will be useful information and a reference for other researchers in conducting a further research on how to improve the students' Grammar Mastery.

1.6 The Scope of the Research

This research is conducted to the tenth grade students of SMK Negeri 5 Jember in the 2015/2016 Academic Year. The scope of the research is about using an analysis of the students' error through writing narrative text to improve grammar mastery. An analysis of the students' error in this research is applied as a technique to analyze grammatical error in writing narrative text especially article, possessive, singular/plural, preposition and tenses such as simple past tense and past continuous tense. The research is limited to the students of X PMT 2 at SMK Negeri 5 Jember in the 2015/2016 Academic Year.