1. INTRODUCTION

1.1 Background of the Problem

Nowadays, mastering international language is so important. One of the important international languages is English. English is widely used as a means of communication all over the world. It has become more important in many areas such as social, science, business, education, and technology. As a consequence, many people tend to master English especially, for Indonesian students who learn English as a foreign language.

In Indonesia English has been taught from elementary school up to university level. Moreover, there are some schools that have used English in their teaching and learning process. As English is necessary, recent English curriculum has the main goal that is to make students able to use English actively both in written and spoken forms (Rachmawati, 2009).

In fact, most of people think that English is really difficult to learn and understand. Although they have learnt for many years, errors often still occur in their speaking or writing. Especially in the school area, English teacher still finds many basic grammatical errors in the students of SMA writing. This case is also stated by Carl R Adam & Setsuko Toyama (2002: 7). They said that even though most of students have learnt English for many years and expected to master language skills (listening, speaking, reading, and writing) and components, in fact, they do not have good command of English and still find difficulties to express their ideas both oral and
written form. Thus, according to Educational Unit Curriculum (KTSP) English is one of the language skills that should be mastered by the students.

In learning English one of the important skills that should be mastered by students is writing. Writing is a skill to put the words into written form. It is also a creative process (Corder, 1979). Writing is a process of how to manage the ideas of the writer then put them into regulated words in order to get a good text or paragraph. So, it can be understood by the readers.

In the other definition, writing is a thinking process to get the ideas then arrange them which needs certain techniques and guidance so it can be easily learned by the students. Writing is difficult for some students (Haldfield, 1990). Since writing needs integrated mastery of comprehension of topics and mastery of sentence structure and grammar, it may be difficult for them. It is hard for the students to write a grammatical sentence. They are sometimes confused with the rule of addition (s/es) in verbs of present tense. For instance, one of the students have a unique name. The word “have” in that sentence should be replaced by “has” because the subject of that sentence is singular that is “one of the students”.

One of the texts that can be used to train the students in order to improve their skill of writing and to minimize the grammatical errors is narrative text, since it is recommended at the second grade students of SMA by the curriculum. Narrative text is a text dealing with problematic events which lead to a crisis or turning point of some kind, which in turn finds resolution (Rachmawati, 2009). By writing narrative text the error of the students can also be analyzed and then categorized based on Surface Strategy Taxonomy and Communicative Effect Taxonomy.

Zamel (1983: 165) points out that, foreign language learners have difficulties to write as the students know or have the idea in their mind but they do not know the way how to put it in the
letters (written form). This might be caused by the lack of vocabulary or knowledge of English structure. This case is supported by the previous research on errors based on surface strategy taxonomy conducted by (Suprapto: 2004) at Senior High School in Sumatra Utara. The results of Suprapto’s research shows omission was 35.50%, addition was 19.17%, misformation was 43%, and misordering was 2.25%. From this result, it can be inferred that misformation has the highest percentage of errors in that taxonomy made by students, meaning that the students’ structure is still a problem in learning and using English.

When the writer was doing PPL program and checked the students writing, grammatical errors also often happened in their writing. When the students were asked to write a paragraph, the writer still found errors in simple present tense and past tense. For example in present tense: *they are go to the market*; and in past tense: *two years ago I was study in SMA*. Besides that, when the writer taught at SMA Kartikatama, this case also happened with students of SMA Kartikatama. Therefore, based on this fact the writer was interested to examine the students’ grammatical errors their narrative paragraph writing in another school namely SMA Kartikatama. In Suprapto’s research, he only used one taxonomy (Surface Strategy Taxonomy), but in this research the writer used two taxonomies (Surface Strategy Taxonomy and Communicative Effect Taxonomy).

Students of SMA Kartikatama Metro will be the subject of this research, since there `is no research on errors of narrative writing before which was conducted at that school. By analyzing and categorizing the grammatical errors the students and teacher will get benefits to improve their ability in writing and the ability of teaching writing. And when the writer taught the students of SMA Kartikatama Metro, he still found grammatical errors in their writing. These are the examples of their errors:
One day my friends and I go to someplace. There we meet a tiger. He was bigger than ever we saw.

Those sentences made by the student of Kartikatama are not grammatical. To be the correct sentence, the word “go” and “meet” should be replaced by “went” and “met”, because the event in that sentence happened in the past. This error is caused by the lack of knowledge how to use the verb changes, when it is used in the Past Tense. And the word “he” should be changed by “it”. So the correct one should be like this.

One day my friends and I went to someplace. There we met a tiger. It was bigger than ever we saw.

Error analysis can lead the teacher to learn the kinds, sources, and causes of the students’ errors in writing especially in narrative. By knowing students grammatical errors it can be a beneficial feedback for teaching learning process. And in fact, the result of the research can be used for English teachers to improve their teaching technique in order to minimize the grammatical errors in writing in general, especially in narrative text. For example, if the errors are caused by using the past form of the verbs, the students should be focused on the use of verbs both in regular and irregular such as asking the students to have more practice to memorize and use the past verb forms.

Based on the explanation above, the researcher will undertake the research on grammatical errors made by the students of SMA Kartikatama Metro in writing narrative text. This research will cover the analysis of the various categories and also to compile the percentages, in order to see which type of error has the highest percentage. By this analysis teacher can identify the nature of
errors mostly happen in students writing. Therefore it is hoped that there is improvement of students’ ability in writing narrative paragraph at SMA Kartikatama Metro.

1.2 Formulation of Problem

Referring to the research background previously described, there are two problems formulated in this research are:

1. What types of grammatical errors are made by second grade of SMA students in composing narrative text based on surface strategy taxonomy and communicative effect taxonomy?

2. What are the proportions of the grammatical errors that the students make in their narrative text?

1.3 Objective of the Research

In line with the problem stated above, the objectives are:

i.1. To identify the types of grammatical errors based on Surface Strategy Taxonomy and Communicative Effect Taxonomy that the students make in writing narrative text.

i.2. To determine the frequencies and percentage of the error types in the students’ narrative writing.

1.4 Uses of the Research

The benefits that can be taken from the result of this research are:
1. Practical Uses
   a. By knowing the grammatical errors in the students’ narrative writing, the students will have description of the grammatical errors and guidance to improve their writing.
   b. Based on the identified types of grammatical errors, English teachers can pinpoint and minimize the students’ error for remedial or further teaching.

2. Theoretical Use
   a. The finding of this research is very useful for the previous theory. By the finding of this it can strengthen the previous theory.

1.5 *Scopes of the Research*

This research describes students’ errors in composing narrative text (at least 3 paragraphs) based on Surface Strategy Taxonomy and Communicative Effect Taxonomy. The Surface Strategy Taxonomy divides the categories into four types; namely omission, addition, misordering, and misformation. While based on the Communicative Effect Taxonomy, there are two types: global error and local error. This research just focuses on the grammatical errors in the students’ narrative text.

The researcher will choose some of the second grade students of SMA Kartikatama Metro which is all taught 12 hours in a week for English lesson, so the researcher assumes that they have adequate knowledge of vocabulary and structure which are essential to compose narrative writing.
Furthermore, writing narrative paragraph poses to one way to realize the importance of language as a means of communication. In the recent curriculum it is stated that writing narrative paragraph is compulsory for the second grade students. Thus, it is included to the material of their book. In the recent curriculum for SMA it is also stated that the students are required to use English both in oral and written form.

1.6 Definition of Terms

i.2.a.i.1. Grammatical error in this research is the deviations of word placement in the sentence no matter the causes and the characteristics are. If the students make any deviation, they may be considered as doing grammatical error. Since the research purpose is to seek grammatical errors in the students’ narrative text, it will be considered as errors if the students do grammatical errors in their narrative text.

i.2.a.i.2. Writing is a thinking process to share one’s ideas in the written form by arranging the words into sentence then paragraph without neglecting the rules of the sentence structure.

i.2.a.i.3. Error analysis is the process how to analyze the errors of the data gained from the students’ writing in form of narrative text. Brown(1980) stated that error analysis is to find the fact that learners do make errors and these errors can be observed, analyzed and classified to reveal something of system operating within the error.

Narrative text is a text pertaining to narration, relating to the particulars of an event or transaction. It is used to relate sequential events and person frequently involved in
this event. Narrative text deals with a text in which the writer should consider about the chronological order of time.