

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is a language this is utilized by nearly all and sundry inside the international. In Indonesia, English is the primary overseas language and it's as an obligatory difficulty this is discovered in schools. Currently, no longer simplest as a foreign language but is additionally taught from secondary up to college level.

One of the functions of teaching English itself is to develop Communicative ability in it's language which consists of listening, talking, studying, and writing in different words, studying English approach studying the manner to speak through that language as a goal language, both in speaking or writing expressions.

Since English is used as an overseas language in Indonesia, many efforts are wanted in coaching and mastering the system, it's no longer only from the teacher but additionally from the student facet. There are four essential capabilities, namely listening, talking, reading, and writing.

Listening is one of the vital competencies for college students' and has not developed fast. Even though listening is a long process to be performed and the scholars have to practice lots, for an instant, by listening to the radio or the cassette.

Speaking is activities where human beings can speak with different human beings, as a minimum, two persons contain in this activity a speaker and a listener. They must reaction one another. Speak does not need much of time to

give records. However, to be an amazing speaker is tough, as it wishes a good deal of practice.

Reading turns into vital in language teaching, due to the fact there are numerous books written in English. Studying turns into important for anyone as one can grow his or her expertise. There are numerous varieties of newspaper; mag and maximum clinical books written in English. In different words, reading is regarded as an essential skill for the scholars.

Writing is one of the four in language competencies, which is taught within the faculty. In writing the scholars can express their feelings, idea, mind and their evaluations. "Writing is about more than making our thoughts and ideas visible and concrete. However, writing in English is not easy and the student often finds some difficulties while they are writing" Ghaith, (2002).

In the 2013 curriculum, there are several aspects, one of the aspects being taught is writing skills. Writing is one of the four basic skills. Students' begin to learn to communicate through written form when they begin to interact with others at the school level. Writing skills are more complicated than other language skills. Sometimes even native English speakers can experience complications in difficult situations. "Basically, writing skills require a well-structured way of presenting thoughts in an organized and planned manner" (Braine & Yorozu, 1998). Advanced writing skills are one of the basic requirements for better academic achievement as well as other activities related to writing presentations.

"The ability of English to be integrated into junior secondary student learning is an interesting phenomenon to research" (Lusia&Titis, 2014).

Collaboration is assumed to be formed between reading, listening, speaking and writing skills.

Writing is different from learning other capabilities due to the fact writing is a wondering technique and needs a good deal of time. Writing can assist us to deepen expertise. It can assist to make the experience of the information.

Writing is one of the most difficult skills to be mastered. It is because writing involves some components (spelling, language in use, vocabulary and punctuation). "Writing needs complex thinking to produce ideas, words, sentences and paragraphs. Some students' still have difficulties to write in English, especially write narrative text" (Lusia&Titis, 2014). In English, there are several types of writing, such as Descriptive Text, Recount Text, Narrative Text, Report Text, and Procedure Text.

In this study, the researcher will focus to research on an error analysis of writing narrative text and this study is related to the writing skill of students' because writing skill is different from other skills in the English learning process. The tenses used in the narrative text are past tense. Narrative and recount text are almost the same.

The narrative is telling of some authentic or factious occasion or connected sequence of activities. That's recounted with the aid of a narrator a narrate (even though there are can be more than one of each). Narratives are distinguished from descriptions of qualities, states, or conditions, and additionally from dramatic enactment of occasions. A story will include a hard and fast of event stated in a procedure of narration, in which the activities are decided on and arranged in a

specific order. “The narrative must be heavy on the historical and light on the fictional, otherwise, the purpose of the assignment would be compromised”.

Both of them tell events in the past and both use the past tense (simple past tense, simple past continuous tense, or past perfect tense. The difference is that narrative text is in the form of a fairy tale, legend, or folklore. While recount text is usually a biography, or to share personal experiences. Another thing that distinguishes between narrative and recount text is the structure of the text. In narrative text, it tells the conflict that occurred, while in recount text there is no conflict.

Simple past worrying is used in narrative writing because the narration is writing about a succession of events in the beyond. Narrative writing is usually determined in novels, quick tales, fairly memories, fables, and so on.

Almost all of the students’ in each stage of schooling whether they're the senior one or even the university college students’ will locate that writing is not a smooth manner. English is different from Indonesia in its structure, phonology, and lexical meaning. So gaining knowledge of English is different from getting to know Indonesian. That is why the scholars who research English might also produce many errors in their writing consisting to irritation. Some students’ confuse about using irritation in their writing.

Even university student nonetheless experiences tough writing English grammatically. Even though they've studied English for many years and have mastered the grammar, they nonetheless make many errors when they write. It method grammatical knowledge is wanted for writing. Like simple past tense.

Amical knowledge is needed for writing. Like simple past tense. “The simple past tense is used to report a state or activity which can be ascribed to a definite past time”.

Therefore, a blunders analysis has an important role to show what varieties of mistakes the scholars do maximum, to understand the reasons of the mistake and the way the students’ can study from their mistakes in writing with the aid of themselves.

For that reason, the students’ will no longer do equal blunders or make the same errors time and again. Those are the motives because the writer is interested in studying students’ writing. In this case, the writer desires to discover the grammatical mistakes this is made using the 0.33 grade of junior excessive school their composition writing. Because gaining knowledge of English in the junior excessive college is not only for the creation anymore (as a nearby contents) as they analyze in the standard college. By knowing the scholars errors which are obtained from the take a look at in their narrative writing focuses in their grammar, we are able to know what kind of grammar errors that usually made by the students’.

An error is very usual in writing paragraphs or essays, so errors analysis is needed by teacher to correct the students’” essay. According to Corder in Sompong (2014, 114), “That errors tell teacher how far toward the goal learners have progressed and consequently, what remains for learners to learn”. This study is to examine the acquisition of English tense specifically the simple past tense because it is included in narrative text writing. This difficulty can be attributed to

the differences between the first and second language (Indonesian language and English language). The main purpose of this research is to analyze the students' errors in past tense and identify the source of the errors taken from the narrative text writing by the students'.

The researcher conducted research on error analysis of simple past tense in narrative text. The researcher chose SMPN 1 Langsa because to determine the ability of SMPN 1 Langsa students' when writing narrative texts, which was caused by many grammatical errors so that researcher was interested in researching at SMPN 1 Langsa which is a favorite school and if there were many errors found so that it was made the topic of the material being discussed. Important for the teacher, therefore the researcher wants to do this research with the title *An Error Analysis Of Writing Narrative Text At Junior High School Students'*.

Moreover, analyzing grammatical errors that made by students' in writing paragraph. According Sompong (2008, 6), "error is unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language". The similarities between the research from some experts and in this study are Error analysis of the use the researcher focuses to analyze the errors based on the surface structure taxonomy by Dulay and Krashen. They are omission, addition, misinformation, and disordering.

Based on the reason above, the writer is interested in analyzing the error in writing focused on simple past tense.

Therefore, this study aims to focus on the main topic of research in writing narrative text which includes grammatical features and generic structures. For the data analysis procedure method, the writer used a qualitative descriptive.

### **1.2 Problems of the Study**

Based on the background above we can arrange the question for this study, the question is:

1. How are the errors simple past tenses which are written by students' in their narrative text?
2. How are the students' ability in writing the simple past tenses of their narrative text?

### **1.3 Purposes of the Study**

The purpose of the study is that the researcher wants to analyze types of error and factors cause the students' to make mistakes of writing in narrative for junior high school:

1. To know the ability in writing the simple past tenses of narrative text by students'.
2. To determine the simple past tenses which are written by students' in their narrative text.

### **1.4 Scope of the Study**

Based on the study, the researcher limits the analysis of errors in writing narrative texts in simple past tenses by ninth graders. Then, the researcher conducted errors analysis in writing narrative text based on surface structure taxonomy. They are omission, addition, misinformation, and disordering.

### **1.5 Significances of the Study**

After the researcher finished this study, the researcher hopes the result of this study is expected to give a contribution to the teaching and learning process in English especially writing.

a. For the English teacher

The researcher hopes that this research study can improve the teacher's ability to help students' in teaching writing in the class. Besides that, the English teacher is able to use the interesting media like using English diary to improve the students' ability in writing. After the teacher read this study, they more careful to check using grammar that made by students'. Therefore, teacher can found new method to teach grammar. So that, teacher can guides the students' to make narrative text with correct tenses.

b. For the students'

This research study can be used to help students' in writing. It means that, student can practice to make narrative text. If students' often practice to make narrative paragraph every day, students' will accustomed to write with less mistake. Besides that, students' more careful to use their tenses in their narrative text.