CHAPTER I

INTRODUCTION

This chapter consists of Background of the Research, Statement of the Problem, Purpose of the Research, Significanceof the Research, Scope and limitation of the Research, and Definition of the Key Terms.

1.1   Background of the Research

English is known as one of the international language in the world. So it is very important. Some people who go abroad, they will use English to communicate to others because they cannot use their native language there. In the fact people who do not speak Indonesian there do not understand a word if someone does not use English. So they use English to communicate to other people. In Indonesia, English is the foreign language, which is taught and learnt from elementary school until university. In Junior High School, English is taught as the main subject. The purpose in teaching English itself is to develop ability in a language that consists of listening, speaking, reading and writing skill. It is expected, that students should have good spoken and written competences in the era of globalization.

Among the four skills above, writing is the most difficult one. In Heaton's view (1990:135) the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements. That caused many students who still have many problems in writing skill. The difficulties are usually in using grammatical

sentences, choosing the suitable vocabulary, and organizing the text. Therefore, the teachers are expected to be able to guide the students when they study to write.

Writing is one of the four in language skills which is taught in junior high school. In writing the students can express their feelings, idea, thoughts in their opinions. According Allen in Cahyono (2010:91) the activity of writing begins by brain storming to get the idea in writing. These ideas should be explained in a written form.

Dulay et al.(1982:138) states that studies of errors can be applied only in speaking and writing. It cannot be applied in reading and listening. Errors in narrative writing are chosen in this research. Narrative is one of the genre texts, which is taught at the third year students of junior high school. The significant lexical grammatical features of narrative text use past tense so it matches with this research.

Tenses are needed in English texts. Sometimes students are still confused how to use tenses in sentence, especially in simple past tense. Azar (1999:27) states "simple past tense is a part of grammar lesson which indicates that an activity or situation began and ended at particular time in the past". Simple past is used in narrative writing, because the narration is writing about a succession of event in the past.

According Knapp and Watkins (2005: 225), "Narrative is a story that has the orientation, complication, and resolution, usually the writer has simply taken the ending typical of fairy tales in order to solve the problem".

Narrative text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in past. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

In case, students still make some errors in writing text such errors in involving tenses, clauses, verbs, pronouns, commas, or in apostrophes (Young, 2008:121). The students sometimes do not realize that they make mistake because of the ignorance of grammar.

The students sometimes have many difficulties in using tenses. Less vocabulary also influences students to increase their sentences such difference between regular and irregular verbs. Analysis is need very much to know and find what errors of language aspects are the students often make the errors in writing. The researcher realized that mistakes or errors that student made in using tenses especially in past tense need to be analyzed carefully.

Based on the statement above, to find out the students ability in writing narrative text, the researcher is going to present a paper about "An error analysis of narrative text made by students of eighth grades of SMP Al Islam Krian".

1.2 Statement of the Problem

Based on the background of the study, the researcher has formulated the problem as follows:

1.2.1   What kinds of error do the students make in writing narrative text?

1.2.2   What is the most of errors students make in writing narrative text?

1.3 Purpose of the Research

Based on the statement of the problem, the purposes of the research are:

1.3.1   To identify the kinds error students make writing narrative text.

1.3.2   To describe the most of errors the students makein writing narrative text.

1.4 Significance of the Study

The significances of the study are:

1.4.1   The theoretical significances

The students are expected to understand writing narrative text, so result of the research will give information about how to cope with difficulties to understand and student motivation in making narrative text.

1.4.2 The practical significances

The researcher wants to find the student's difficulties in understanding narrative text so the result of the research will encourage them to improve their skill in writing narrative text.

1.5 Scope and Limitation of the Research

The scope and limitation is very useful for the researcher to determine the problem that will be analyzed. In this case, the scope in this research is analyzing error made by students' in writing narrative by using simple past. The limitation in this research is the error analyzed based on surface strategy taxonomy which are omission, addition, misinformation and misordering. This study is focused on the eighth graders of Junior high school.

1.6 Definition of the Key Terms

1.6.1 Error   : errors are the flawed side of learners' speech or writing.(Dulay,

1982: 138)

1.6.2 Error Analysis: an attempt to account for learner's error that could not be

explained or predicted by contrastive analysis or behaviorist

Theory (Dulay, 1982:141)

1.6.2 Writing   : a composing process and usually requires multiple drafts

before an effective product is created, make sure that

students are carefully led through appropriate stages in the

process of composing. (Brown,1987:347)

1.6.3 Narrative   : a story that has the orientation, complication, and resolution,

usually the writer has simply taken the ending typical of

fairy tales in order to solve the problem (Knapp and

Watkins, 2005:225)

1.6.4 Simple past tense: a part of grammar lesson which indicates that an activity

or situation began and ended at particular time in the past

(Betty, 1999:27).