CHAPTER 1
INTRODUCTION

A. The Background of the Study

English is the most important language in the world. As in international language, a great deal of academic discourses around the world takes place in English. In Indonesia, English is taught from elementary school, and obligatory from the first year of junior high school through the third year of senior high school even for some semesters at university which consist of listening, speaking, reading and writing. Johnstone, (2002) state that writing is the basic skill in English. Even native speakers feel difficulty in showing a good command of writing. Kellogg, (2008) stat that writing can helps us to: (1) reinforce the grammatical structure. (2) enhance the students’ vocabulary. (3) and assist other language skill such as reading, listening and speaking.

Based on the preliminary observation of the English teacher of SMA Negeri 5 Binjai and SMA Negeri 7 Binjai on April 9th 2015. The first at SMA Negeri 7 Binjai the writer asked the teacher about the students’ writing score list for the 1st semester. Then, the writer also asked about the minimum criteria mastery for writing. The writer saw the Minimum Criteria Mastery (KKM or Kriteria Ketuntasan Minimum) was applied 75 meanwhile the students’ writing score were still low. Most of students could not exceed the minimum criteria mastery (KKM) which applied by school for English lesson. And the second at SMA Negeri 5 Binjai. In here the writer also asked the teacher about the students’ writing score
list for the 1st semester. Then, writer also asked about the minimum criteria mastery for writing. The writer saw the minimum criteria mastery (KKM or Kriteria Ketuntasan Minimum) was applied 75 meanwhile the students’ writing score were still low.

Most of students could not exceed the minimum criteria mastery (KKM) which applied by school for English lesson. For more detail, the students’ accumulated score are shown on the table 1.1 and table 1.2.

Table 1.1 The Percentage of the Eleventh Grade Students’ Score in Writing

<table>
<thead>
<tr>
<th>1st semester</th>
<th>&gt;75</th>
<th>≥75</th>
<th>&lt;75</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI -1</td>
<td>12 students (30.0%)</td>
<td>1 students (2.5%)</td>
<td>27 students (67.5%)</td>
</tr>
</tbody>
</table>

Source: The students’ accumulated score of the eleventh grade students at SMA Negeri 7 Binjai academic year 2014/2015

Table 1.2 The Percentage of the Eleventh Grade Students’ Score in Writing

<table>
<thead>
<tr>
<th>1st semester</th>
<th>&gt;75</th>
<th>≥75</th>
<th>&lt;75</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI-3</td>
<td>14 students (35.0%)</td>
<td>2学生 (5.0%)</td>
<td>24 students (60.0%)</td>
</tr>
</tbody>
</table>

Source: The students’ accumulated score of the eleventh grade students at SMA Negeri 5 Binjai academic year 2014/2015

From the previous data, it can be concluded that the students’ ability in writing is still low. It can be seen from the most of students’ score percentage are under the KKM (Kriteria Ketuntasan Minimum).

So, the reason of the writer’s choosen of SMA Negeri 7 Binjai and SMA Negeri 5 Binjai because based on the writer’s observation result, the writer found that the students’ ability in writing is still low especially in narrative text.
Reffering to the 2013 curriculum (kurikulum 2013) of senior high school, the students are required to be able to write various types of writing genres, such as narrative, descriptive, recount, report, procedure, explanation, analytical exposition, hortatory, news item and anecdote. Meanwhile in their syllabus the students must learn one of genre that is narrative text.

Narrative is one of the most powerful was of communicating with others. A good written story lets your readers response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them (Meyers, 2005:52). Narrative is telling of some true or factious event or connected sequence of events. So the students are expected to be able to write a narrative text by using past tense to describe the action in the text.

Thescher and Evans (2007 : 48) state that past tense is put in a trully past time frame. Azar (1992:18) simple past tense is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago). So past tense refer to activity, actions or events in the past.

As the writer’s preliminary data observation of the eleventh grade students at SMA Negeri 5 Binjai and SMA Negeri 7 Binjai on April 9th 2015, the writer found some past tense errors in their English writing. Some sentences which are indicated have errors are

1. I always came at seven to the school. ( I always came at seven to the school)
   In this sentence the verb must be in present tense ( verb 1). Because they use the word always.
2. We go home yesterday. (we went home yesterday)
   The sentence is ill-formed in the use of infinitive verb. Since the sentences
   tell the event that happened in the past, the verbs go should be replaced by
   went.

3. I sleepy. (I always sleepy)
   In this case, failed to apply a complete structure in the simple past tense as
   they omitted an element that is be (was/were). The revised sentences
   should be “I was sleepy”.

4. Last night, I studyed English material to face the final examination. (Last
   night, I studied English material to face the final examination)
   In this case, the verb should be changed into “studied”, because when the
   word ended by “y” followed by te suffix –ed, so the letter “y” should be
   changed into “i”.

Even most of students forgot and did not know about pasts tense. But
sometimes the teacher do not aware to correct the students’ errors in writing. They
think that the error correction spend their time. This situation makes the students
do the mistakes repeatedly, because they do not get the understanding of error
 correction from the teacher.

Fang and Mei (2007:10) state that few teacher could not tolerateto the
students error. They think that the error correction spent their time. So the
students feel upset, and great a gap between themselves and their teachers in
dealing with errors and understanding of error correction. Erdogan (2005: 263)
state that mistake can be self corrected when attention is called. Whereas, an error
can not be self-corrected that the use of linguistic item in way that a fluent or
native speaker of the language regards it as showing faulty or incomplete learning.

Error analysis is an activity to identify, classify or describe the errors made
by someone in speaking or in writing. Gass & Silenker (2008: 102) defines that
error analysis is systematic. It is likely to occur repeatedly and is not recognized
by the learner as an error. Brown (2000:76) defines error analysis is the process to
observe, analyze, and classify the deviations of the rules of the second language or
foreign language and then to reveal the systems operated by learner. Darus (2009)
mention error analysis is a type of linguistics study that focuses on the errors
students make. It consists of a comparison between the errors made in target
language and within that target language itself.

The analysis of students’ errors is something advantages in order to know
students’ needs then finding the solution for it. The research hope that the findings
in the analysis of students’ past tense errors can be useful for education progress.

B. The Problems of the Study

The problems of the study which the writer would like to analyze as follows:
1. What kinds of errors are made by the eleventh grade of SMA Negeri 5 and
   SMA Negeri 7 Binjai in using past tenses of the narrative text?
2. What are the causes of past tense error found in narrative writing by the
   eleventh grade of SMA Negeri 5 and SMA Negeri 7 Binjai?

C. The Scope of the Study

The study deals with the errors analysis. The study focuses on the
identification, classification the kind of error, and to find out the causes of errors
on using past tenses in narrative writing by the eleventh grade students at SMA
Negeri 5 and SMA Negeri 7 Binjai
D. The Objectives of the Study

Based on the statement of the problems above the writer has some purposes.

1. To identify and classify the kinds of past tense errors find in narrative writing by the eleventh graders of SMA Negeri 5 and SMA Negeri 7 Binjai in using past tenses in the narrative text.

2. To find out the causes of past tense error in narrative writing by the eleventh grade students at SMA Negeri 5 and SMA Negeri 7 Binjai.

E. The Significance of the Study

The study is expected to have both theoretical and practical perspective.

1. Theoretical perspective
   a. The researcher as reference to conduct the research
   b. The research who want to conduct the same research

2. Practical perspective
   a. For the teacher

   The writer hopes that this research will be inspiring for English teacher to give correction and more exercise about past tenses clearly.

   b. For the students

   The students are will be to use the past tenses in narrative writing.