

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

As the international language English is one of the media of interaction and communication among people from different parts of the world, it is very important to be learned in order to improve social relation and knowledge. In Indonesia, English is a foreign language. In learning a foreign language it is not easy, because Indonesian language has different in terms of spelling, sounds and pronounciations, vocabulary and grammar. For example pronunciation of most English words are not spelled the way they are pronounced, while in Indonesian language the students will never find difficulty in pronouncing or writing down Indonesian words because it corresponds between sounds (phonic) and letters (graphic symbols). The grammatical rules such as adding –s to pluralize a noun of English words never occurs in Indonesian grammar. Such differences will make the Indonesian students unable to comprehend easily the language being learned. They have to be trained both in written and oral exercise.

In curriculum unit level education (KTSP) and also in prepious curricula English is one of the objects of the study, which should be learned in formal school. In this curriculum, learning English is emphasized on four language skills, they are listening, speaking, reading, and writing. In the learning process, the students are expected to master these four language skills because these skills are very necessary to build the students' achievement in English.

Writing is one of the forms of communication; people can express their idea, opinion, experience and information through writing. Brown (2006:218) states ability to write has become an indispensable skill in this global literate community. It takes part in many parts in our lives such as social, academic and professional fields.

According to Pardiyono (2007), writing is a linguistic competence that is expressed in written form. Writing is one of the ways for human to express and share their ideas, thoughts, or experiences with the others in the form of written language, so people may write for many different purposes. Similarity or differences of texts determined by the socio-cultural purposes they are intended to serve and the way they are structured to achieve is called gendre

There are many kinds of texts that should be learned by the students of junior high school in learning the writing skill. In grade eighth of junior high school the basic competence that should be achieved in learning writing skill is that the students are expected to be able to express the meaning of a short functional text and essay in form of narrative text, descriptive text, and procedure text. Based on the explanation above, narrative text is one of the genre that must be mastered by the students in learning English.

Errors are normal, necessary and needed in the process of learning. A learner should make errors first to find out how they can improve to turn it to a better acquisition. In English, there is a proverb: ‘practice makes perfect’. The more a learner practices his writing, the more understanding he gets. Learners’ processes of learning involve the making of errors and mistakes. For instance,

they are more likely found to make a sentence of “there was a beautiful girl”. But they write as “there is a beautiful girl” and the other example like “she lived in a village”. But they write as “she lives in a village. The word in the sentence is included to errors in lexical grammatical function and also in generic structure. We can see from the sentence that they made an errors. By making errors in their practice of learning, they will later find out what errors they have made and are expected to improve the errors itself.

Research about Error Analysis (EA) itself is actually quite popular in the education field, particularly in countries where English is as the second or foreign language. In other words, as Corder (1988 in Heydari, 2012) defined, EA is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness.

As stated by Crystal, (2008:173) says that ‘ errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with “mistakes”, which are performance limitations that a learner would be able to correct’.

Hourani (2008) choosed EA particularly in the analysis of common grammatical errors found in 3<sup>rd</sup> secondary male students’ writings in Dubai as his dissertation. Zawahreh (2012) conducted a research of EA that analyzed the applied error made by tenth grade students in Jordan. So, In Indonesia, there are still not many researchers that conduct the research of Error Analysis, when

actually it is a useful research to see the development of the students in learning English.

The basic task of error analysis is to describe how learning occurs by examining the learner's output and this includes his/her correct and incorrect utterances. Corder indicates that errors are significant in three different ways. First to the teachers, in that they tell them how far towards the goal the learners have advanced and consequently, what remains for them to learn. Secondly, they provide to the researchers evidence of how language is learnt or acquired, what strategies or procedures the learners are employing in their discovery of the language. Thirdly, they are indispensable to the learners themselves, because we can regard the making of errors as a device the learners use in order to learn.

Those errors can be caused by the students' negligent using good structure or they may write the sentences carelessly because they are in a rush. This should be one of our interest, because teachers can not let it happen over.

Based on the data above, it can be seen that the students' ability in writing narrative text is poor. They made some errors when they write narrative text.

The fact which has shown before and this observation lead the researcher to the further research of errors in students' writing of narrative text, so that from the errors analyzed, teachers can find ways to improve it in the future. The researcher assumes this research will be useful in showing students' errors reference to social function, generic structure and lexical grammatical features

appear in students' writing and the factors of errors in students' writing of narrative text.

There are several studies related to errors which are useful as their existences as data for supporting the researcher's study. Thesis is related not to have same form but those can give contribution in explaining about errors which are often occurred in students' writing. Those former study can give more information and knowledge about the errors in writing narrative text through their findings. This research will be different from those related studies which can be seen from the source of data itself.

## **B. The Problems of the Study**

The problems discuss in this study are as the following.

1. What are the types of students' errors are made in writing narrative text?
2. What are the causes of the students' errors in their writing of narrative text?

## **C. The Objectives of the Study**

In line with this problem, the objective of the study are

1. to describe errors in writing of narrative text made by grade eight students of junior high school and
2. to explain why the students make those errors in writing narrative text made by grade eight students of junior high school.

#### **D. The Scope of the Study**

This research will only focus on errors found in students' writing especially in writing narrative text. There are three kinds of narrative text. According to Djatmika and Wulandari (2013) narrative text is divided into three types. They are a true story, a fable and a folk tale.

The scope of this study is the product in a text written by grade eight students of junior high school. The study is limited to know errors in students' writing narrative text for the grade eight students and the researcher focused on one of the types of narrative text namely folk tale.

#### **E. The Significant of the Study**

Findings of this study are expected not only to be the merely data aggregation but something more advantageous theoritically and practically.

Theoritically, the findings of this study potentially enrich theories of language learning in addition the findings can be a reference for those who are interested in error analysis of students' writing in narrative text.

Practically, the researcher expects this study will be useful for:

1. The students; hopefully this study can help students in realizing errors in writing narrative text and increase their awareness about errors in their text to avoid other errors in future.
2. The teacher; this study is aimed to help teachers find advantegous information based on the contents and findings of this study, which

related to the errors in writing narrative text mostly made by the students and the solution for the problem.

3. To the researcher; this study is intended to be one of their resources to make another errors in the text, and give additional inform for the next related study.