# CHAPTER 1

# INTRODUCTION

## A. The Background of the Study

English is the most important language in the world. As in international language, a greate 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 $9^{th}$ 2015. The first at SMA Negeri 7 Binjai the writer asked the teacher about the students' writing score list for the $1^{st}$ 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

1

list for the $1^{st}$ 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

| $1^{st}$ semester | >75 | $\geq 75$ | $< 75$ |
|---|---|---|---|
| XI -1 | 12 students (30.0%) | 1 students (2.5%) | 27 students (67.5%) |

*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

| $1^{st}$ semester | >75 | $\geq 75$ | $<75$ |
|---|---|---|---|
| XI-3 | 14 students (35.0%) | 2 student (5.0%) | 24 students (60.0%) |

*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 expecially 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 narrtive 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 $9^{th}$ 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 studied 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 pats 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) difines 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 studets' 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 ba 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 find 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. Pratical 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.