

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, many people want to learn English for many reasons. For instance, the students want to learn English because it is in the school curriculum. They have to learn it whether they like it or not. In different case, some people want to study English because it offers a chance for advancement in their professional lives. In addition, many people want to learn it because they live in target language community; so they have to learn it in order they can communicate with the others.

Many students in Indonesia also learn English because it is in the school curriculum. English language teaching includes four language skills such as Listening, Speaking, Reading, and Writing. According to Jeremy Harmer in his book, “speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills.”

Productive skills need actions to produce the language. While in receptive skills do not need actions, they only receive the messages from the language.

Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. It means that listening only needs ability to understand the message from the speaker. Listening also the first language skill which is learned by the people naturally. They have started to listen to the language since they were born. It also becomes the foundation for other skills.

Speaking is the system of language which is manifested through the use of the organ of speech. Speaking is the second skill that language learner mastered after listening. It requires an action to produce; hence it is called a productive skill. Someone can speak after they hear about the language. It does not matter whether he knows about the spelling or he does not. Another skill is reading, Geoffrey Broughton has a notion “reading is essentially an intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language.” It shows that reading is the ability to recognize the messages from written language. It requires readers’ ability to translate the meaning from formal language into informal language.

Another skill is writing, According to Gorrell and Laird in their book *Modern English Handbook*, “Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified”. Writing is a complete skill among Listening, Speaking, and Reading. Writing is the most difficult skill to learn because it needs hard thinking and produces words, sentences, paragraphs at the same time. That’s why writing is the highest order thinking.

Based on my experience, one of the language skills which is very difficult to learn is writing. English writing is a subject that learns about how to express our ideas in writing form. In writing, there are so many components that should be mastered by students in order they are able to write well. The difficulty in writing starts when the students have to establish the subject, verb (either transitive or

intransitive), object, tense, active and passive voice, also logical thinking. This statement is supported by James C. Raymond in his book, "Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well."

Writing in their first language can be something difficult for them, whereas they often write in their first language in schools. Moreover if they are asked to write in their target language, it can be something more difficult. Writing English for a foreign learner is difficult because English is different from Indonesian language in its structure, spelling and lexical meaning. Although students have been studying English from elementary school until senior high school, even university, they cannot write easily as we thought before.

Narrative writing is a kind of writings which becomes one of the lesson which is taught in Junior High School. The second grade students have to master recount, narrative, procedure, descriptive and news item text. The second grade students need to master narrative, report, and analytical exposition text. Meanwhile, the third grade students have to master narrative, spoof, and hortatory exposition text. In writing narration, the students have to pay attention about simple past tense because it is commonly used in writing narrative. Hence, narrative writing is also the reason why writing becomes difficult for students.

In this case, students who are learning to write narration may produce many errors. Such as in structure, they often make errors in forming simple past tense. Based on writer's experience when teaching English in eighth Grade Students of SMP NEGERI 3 BALIGE, most of them also get difficult when they have to make the correct form of simple past tense in writing narrative. They

make errors because they do not master the grammar well, especially in simple past tense. They also make errors because their way of thinking is still affected by their first language.

Most students commonly make error in their learning, but it is logically acceptable. The teacher should be aware of this problem and prevent students from making some errors by analyzing the learners' error itself. According to Corder in his book, "The major contribution of the error analysis to language teaching was seen as an inventory of the areas of difficulty which the learner would encounter and the value of this inventory would be to direct the teacher's attention to these areas so that he might devote special care and emphasis in his teaching to the overcoming, or even avoiding, of these predicted difficulties."

Therefore, an error analysis has an important role to solve the students' problems in writing narrative, to know the causes of the errors and to know how the students can learn from their mistakes in writing narrative. Thus, the students did not do the same error or make some errors repeatedly. Those are the reason why the writer is interested in analyzing students' narrative writing. In this case, the writer wanted to find out the grammatical errors that were made by the first grade of junior high school in their narrative writing. By knowing the students' errors which are obtained from the test of their narrative writing focused on simple past tense.

Based on the reason above, the writer was interested in analyzing the error in writing focused on simple past tense, and this was conducted in eighth Grade Students of SMP NEGERI 3 BALIGE.

B. The Problem of the Study

The writer limited the study in analyzing errors made by students in the narrative writing focused on simple past. And the writer used the error analyses based on surface taxonomy: omission, addition, misinformation and disordering. This study was focused on the eighth grade of junior high school.

To make this research more focused, the writer formulated the research question as follows:

- a. What kind of error do the students make in writing simple past narrative?
- b. What's the causes of students' difficulties in writing simple past narrative?

C. The Scope of the Study

This study focused on identifying an error analysis on the use of simple past tense in students' narrative writing. So in this study, the writer focused on writing comprehension of Junior High School.

D. Objective of The Study

The Objective of This Study was to find the kind of Errors In the students' narrative writing by using simple past tense and the causes of students' difficulties in writing simple past narrative.

E. The Significance of the Study

There were two significant outcomes expected to this study, namely theoretical and practical benefit as follows:

1. Theoretical significance

The result of the study were expected to enrich the literature on English teaching in writing a narrative text and to provide a beneficial reference for further research on the use of simple past tense in students' narrative text.

2. Practical significance

- a. For English teachers

For English teachers, as the knowledge and skills to build a program to learn English in school and as a reference and to improve the quality of teaching and learning English.

- b. For students

For students, to minimize the difficulties faced by students in teaching and developing writing skills and to make it more fun and active in learning their lessons.