

CHAPTER I

INTRODUCTION

A. Background of the Study

Allah SWT has created different tribes, nation, and language in this world in order that people are able to know each other by using various languages as the tool of communication. Language is a communication tool as statement and expression that has meaning through human articulation. It means that someone uses language to communicate and share idea, feeling, and information to each other in daily life context. It shows the main function of language is as the medium of communication.

English considers as the international language that must be used to communicate with other people from other countries in this world. Some countries consider English as the second and foreign language to be learnt. In Indonesia, English is the first foreign language, which is taught and learnt from elementary school until university.

In learning English, the students should master the four skills of English; those are listening, speaking, reading, and writing. To support those skills above, the students should know and understand about vocabulary, spelling, pronunciation, and grammar. Writing is very important skill which has to be learned by students.

Writing is a skill which must be taught and practised. According to Patel, writing is essential features of learning a language because it provides a very good means foxing the vocabulary, spelling, and sentence pattern. It

becomes an important aspect of students' expression at higher stage.¹ The writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgement elements.² It means that ability to write needs a special skill and process in organizing language material by using learner's own word and ideas and to be a good composition.

According to Sara, the ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign language education.³ A piece of writing may take the form of a narrative, description, survey, record, report, discussion, and argument. Write a narrative is one of the abilities given to students from elementary school level, but in reality there are many students who have not been able to write narrative correctly. They have difficulty in expressing the events in writing. They are still difficulties in writing a narrative text. In addition, the events they wrote often impressed jumping so hard to capture the flow events in the story.⁴

Narrative text tells a story with a beginning, middle and end by using the elements of setting, characterization, plot and theme. By using narrative text in the classroom, teachers can design lessons for students to apply higher-level thinking skills. Students can read age-appropriate literature and learn to

¹M.F.Patel and Praveen M. Jain *English Language Teaching (Method, Tools & Techniques)*, Jaipur: Sunrise Publisher & distributor, 2008, p.125

²J.B. Heaton, *Writing English Language Test*, London: Longman, 1974, p.138

³Sara Cushing Weigle, *Assessing Writing*, Cambridge: Cambridge University Press, 2002, p.1

⁴*Ibid*, p.139

infer meaning that is not explicitly stated and predict outcomes based on information. They become skilled at analyzing literature in terms of the elements of narrative text.

According to Smalley, to write a good narrative text about something that happened in the past, it is imperative that you review the most common forms of the past tense used in this kind of writing: the simple past, the past progressive, and the past perfect. Although these tenses are not the only ones used in paragraphs written about an event that takes place in the past, they are the most common ones.⁵

In learning process to write can brings the learner into the literate community as an active participant in the conversation. One thing that usually makes it difficult to learn a foreign language correctly and acceptably is that one language has different system for another. We know that the system of English is different from Indonesia. It causes the Indonesian students find some difficulties in learning English. The difficulties can result in errors. Error could even be an important feed back for the learners themselves. By knowing their errors, they will know the problems that they face and try to analyze their weaknesses.

Hidayat studied about analyzing students' error in writing narrative text (a case study at alyahalbasyariyah bandung). In relation to the error analysis, the reason why the students made error in misinformation (as the highest percentage of the errors based on Surface Strategy Taxonomy)

⁵Regina L.Smalley, Mary K. Ruetten and Joann Rishel Kozyrev, *Refining Composition Skills*, Boston:Thomson learning,2001, p. 362

because of the lack of students in grammar and tense. Similarly, for omission because of their lack in grammar and tense too, such as omission of morpheme – ed, and omission of the article ‘a’ and ‘the’. For addition, the factor that caused errors was overgeneralization of English grammar such as adding – ed to every verb to make it into past sentence. Finally, for misordering is caused the different language rules between Indonesian and English made the students.⁶ Based on the previous study the writer found that there are many students who still have many problems in writing skill such as control of content, form, grammar, vocabulary, punctuation, and spelling.

The researcher chooses this school because MTs Darul Amin Palangka Raya is the school which have many problems in writing. Based on the informal interview with the English teacher Mr. Suryo on 23 April 2013, there are many students who have not been able to write a narrative text correctly. The students failed to write verb without change the class of verb. First, For example the verb “eat” does not become “eated”, but “ate”. Second, the students write a sentence by omitting the grammatical morphemes such as article, to be, suffix and prefix.

The researcher focuses on that topic because based on the informal interview with the English teacher; there are many students who have not been able to write a narrative text correctly.

⁶Sarif Hidayat, *Analyzing Students’ Error in Writing Narrative Text” (A Case Study at Alyah Albasyariah Bandung)*, accessed on mei 10 2013, from Sarif <http://www.Publikasi.stikipsiliwangi.ac.id/files/2012/10/0722009-Hidayat.pdf>

By knowing their errors, they will know the problems that they face and try to analyze their weaknesses. On the other hand, by analyzing student's errors, the teachers cannot only detect the students' difficulty in learning the target language, but can also determine the effectiveness of certain method in teaching the language.

B. Problems of the Study

Based on the background of the study, the writer formulates the problem of the study stated in following:

1. What are the type of errors in narrative text made by the ninth year students of MTs Darul Amin Palangka Raya?
2. What are the causes of errors of narrative text made by the ninth year students of MTs Darul Amin Palangka Raya?

C. Delimitation of the Study

This study conducted is limited only to analyze errors in narrative paragraph based on surface strategy taxonomy and comparative taxonomy.⁷ The narrative text is focused only fiction. According to the teacher, the kind of narrative paragraph which has been studied is fables. So, the writer only focuses on fables in this study.

D. Objectives of the Study

Based on the problems of the study, the objective of the study is to describe the type of errors in narrative text and the causes of errors made by the ninth year students of MTs Darul Amin Palangka Raya.

⁷Heidi Dulay, *Language two*, New York: Oxford University Press, 1982,p.138

E. Significances of the Study

This study has two significances. They are theoretical significance and practical significances:

1. Theoretically, The result of this study could give empirical data about the types of error, and the factors that cause errors in making narrative text.
2. Practically, for the teachers, by reading the result of this study they can provide new information concerning the students' errors of narrative text, so they can find new methods to anticipate the making of errors and also to improve their teaching ability. For the students, the result of this study can provide information and evaluation, so they will try to avoid the same errors in the next time. For the next researcher, this study can be reference in their research.

F. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the writer to provide definition of the terms used in the title of the study. Those:

1. Errors are the flawed side of learner speech writing.⁸ In this study, errors mean a something done wrongly.
2. Error analysis is the study and analysis of the errors made by second and foreign language learner.⁹ In this study, error analysis means may be

⁸Heidi Dulay, *Language two*, New York: Oxford University Press, 1982, p.138.

⁹Jack C Richard, *Error Analysis: Perspective on Second Language Acquisition*. London: Longman Group Limited, 1973, p.96.

carried out in order to identify strategies which learners use in language learning, try to identify causes of learners' errors and obtain information and common difficulties in language learning.

3. Narrative text relates a story to present the sequence of events in a story in chronological order in the past time.¹⁰ In this study, the writers focus on narrative paragraph. The kind of text is fables.
4. Surface strategy taxonomy. A surface strategy taxonomy highlights the ways surface structure are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.
5. Comparative taxonomy. The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of construction.

G. Frame of Discussion

The frames of discussion in the study are as follows:

Chapter I: Introduction consists of background of the study, problems of the study, delimitation of the study, objectives of the study, significances of the study and operational of discussion.

Chapter II: Review of related literature consists of previous study, writing, narrative text and error analysis.

Chapter III: Research method consists of research type, research design, variable of the study, population and sample, research instrument, data collection and data analysis.

¹⁰Furaidah, *Advance Writing*, Jakarta: Universitas terbuka, 2002, p.6.

Chapter IV: Result of the study consists of description of the data and result of data analysis and discussion.

Chapter V: Closure consists of conclusion and suggestion.