

## CHAPTER I

### INTRODUCTION

This chapter covers the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, operational definition of key terms, and the frame of discussion.

#### A. Background of the Study

Language is used to communicate and share idea, feeling, and information to each other in daily life context. Lim Kiat Boy states:

“Language is a social phenomenon. It means of communication between individuals. It also brings them into relationship with their environment. Language is the effort socially learned behavior, a skill that is acquired as we grow up in society”.<sup>1</sup>

There are many languages in the world and one of them is English which has become an international language. Many countries use this language as their introductory language based on formal or non-formal activities. In Indonesia view the English language is a requirement that needs to be controlled, considering the current globalization era, the position of English as the language used in all fields: science and technology, communications, politics, economics, trade, banking, culture, art, and film. To support the statement above, it is stated:

“English is a tool to communicate orally and in writing. Communicate is to understand and express information, thoughts, and feelings, and develop

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<sup>1</sup> Lim Kiat Boy, *An Introduction to Linguistic for the Language Teacher*, Singapore: Singapore University Press, 1975, p. 5.

science, technology, and culture. Ability to communicate in sense of an intact is the ability of conducting discourse, namely the ability to understand, produce spoken text and writes that were realized in the four language skills.<sup>2</sup>

English in Indonesia stands as a foreign language. Indonesia has also decided English as formal subject, that has been taught as a formal subject from primary school to university because of that importance so, studying English is not a new thing for the students of English Education Study Program of STAIN Palangka Raya. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone speaking English.

The language skill to be achieved is divided into two parts of language function, namely oral and written English as a means of communication. In this case listening and speaking are oral language; reading and writing are written language. However for the students the written one is the most difficult skill of language.<sup>3</sup>

According to Brown that written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. Many differences between L1 and L2 writing. Furthermore, Silva in Brown found that L2 writers did less planning, and that they were less fluent (used fewer word), less accurate (made more errors), and less effective in stating goals and organizing

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<sup>2</sup> Departement Pendidikan dan Kebudayaan, *Petunjuk Teknis Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah ke Atas*, Jakarta: Direktorat Pendidikan Umum, 2006, p.315.

<sup>3</sup> SIL International, *Language Skill*, Dallas Texas, 1999, (Online), ([www.sil.org](http://www.sil.org)). (Accessed on September 13<sup>rd</sup>, 2013).

material. Differences in using appropriate grammatical and rhetorical conventions and lexical variety were also found, among other features<sup>4</sup>.

There many kinds of texts such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation that the students can be interest to write. In write a text the students must know the main characteristic of the text, such as the organization time order, language point of the text, the verb tenses used, and other to make the paragraph unified and coherence.

In this study the writer tried to find out the error made by the Third Semester Students of English Education of Palangka Raya in writing the main aspect used in narrative text. According to Warriar, by using narrative text as a genre for writing, the students will be more interested and easy to study and write it because narrative text tells us about an interesting story that can make the students enjoy and more inspirative. The students also can write his/her experience that can make the students feel the story. The narrative is also as a story of human experience, so that the students arrange easily the composition. A good narrative gives readers the feeling that they are actually witnessing the events.<sup>5</sup>

The writer choose the Third Semester Students of English Education Study Program of STAIN Palangka Raya as a object this research because the Third Semester Students of English Education Study Program of STAIN

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<sup>4</sup> H. Douglas Brown, *Teaching by principles and Interactive Approach to Language Pedagogy, Second Edition*, Addison Wesley Longman, Inc, 2001, p. 335.

<sup>5</sup> John E. Warriar, *English Grammar and Composition*, New York: Harcourt Brace Jovanovich, 1982, p. 289.

Palangka Raya have studied Narrative paragraph when they sit in second semester. And also base on the writer's preliminary study, the Third Semester Students of English Education Study Program of STAIN Palangka Raya has difficulties in write English narrative text, especially in writing the main aspect used in narrative text. They experience difficulties because the structure of English sentences is different with Indonesian sentences. For example the using of verb tenses, the students usually make some error because they don't master the form of verb yet. Brown states that human process of learning is not free from making error in its trial and error nature. The students often have some difficulties in learning the structure of foreign language. It cause by the existence of different system of their mother tongue in the foreign language being learned. There is no one who can learn without making errors or mistake. Mistakes and errors may be caused because of: a) Ignorance, of not knowing the rules, the structure of the language, and so on. b) The inability of students to apply what they have learned.<sup>6</sup>

Based on a study conducted by Yahya *et al* the total number of errors made by the thirty subjects is 665. There are six categories of errors which indicate significantly high percentages in the number of subjects committing errors. They include prepositions, singular/plural, tenses, word choice and spelling. The percentage range is between 73.3% for errors in word choice and 100% for errors involving articles. This includes all the eleven types of errors of which tenses contribute the most number of errors. In errors

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<sup>6</sup> Amando Lopez Valero, Eduardo Encabo Fernandez, Arburim Iseni, Christopher Paul Clarkson, "Teachers' Attitudes Towards Correcting Students' Written Errors and Mistakes", *Journal*, 2007. ([www.ugr.es/~portalin/articulos/PL-numero10/2Amando Lopez.pdf](http://www.ugr.es/~portalin/articulos/PL-numero10/2Amando Lopez.pdf)).

related to tenses, a total of 229 errors were made by 28 subjects.<sup>7</sup> From that study above, we can draw the conclusion that most students have difficulty and error one of those errors is error in writing main aspect used in narrative text.

Having considered above factors, it was important and interesting to analyze the grammatical error in writing the main aspect used in narrative text. In this case, the writer is interested to study “Error Analysis on the Main Aspect Used in Narrative Text Written by the Third Semester students of English Education Study Program of STAIN Palangka Raya in Academic Year 2013/2014”.

## **B. Problem of the Study**

Based on the background of the study, the problems are formulated to know:

1. What are the types of errors on main aspect used in narrative text written by the Third Semester Students of English Education Study Program of STAIN Palangka Raya in Academic Year 2013/2014?
2. What are the causes of errors on main aspect used in narrative text written by the Third Semester Students of English Education Study Program of STAIN Palangka Raya in Academic Year 2013/2014?

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<sup>7</sup>Azizi Yahya, Harison BT Ishak, Zaidah Zainal, Ladan Javgan Faghat, Noordin Yahya, *Error Analysis of L2 Learners' Writings, a Case Study*, University Technology Malaysia, Singapore: IACSIT Press, 2012. ([www.ipedr.com/vol33/023-ICLMC2012-L10016.pdf](http://www.ipedr.com/vol33/023-ICLMC2012-L10016.pdf)).

### **C. Objective of the Study**

The objectives of the study in the study are:

1. To describe the types of errors on main aspect used in narrative text written by the Third Semester Students of English Education Study Program of STAIN Palangka Raya in Academic Year 2013/2014.
2. To describe the cause of errors on main aspect used in narrative text written by the Third Semester Students of English Education Study Program of STAIN Palangka Raya in Academic Year 2013/2014.

### **D. Significance of the Study**

The significances of the study are as follow:

1. Theoretical significance

The result of this study gave empirical data about the concepts of narrative text, the types of errors, the students' errors in writing the main aspect used in narrative paragraph and the factors that cause errors in writing the main aspect used in narrative paragraph.

2. Practical significance

This research gave the readers clear information and understanding dealing with error analysis, the concepts and narrative text and also the students' errors in writing the main aspect used in narrative paragraph. Besides that, this research can be used as reference for those who are interested in doing a further linguistic research especially dealing with the main aspect used in narrative paragraph and this research can give

contribution for the other who want study about the solving of this problem.

#### **E. Scope and Limitation of the Study**

In a research it is very important to make the scope of the analysis to get the relevant datum. Thus, it was better by making some limitations to analyze the errors in writing the main aspect used in narrative text base on Furaidah *et al* classification where there are three main aspect that needed in writing narrative text, that are using transitional signal, using adverb of frequency, and verb tense use. The scope of the analysis was limited to using transitional signal, using adverb of frequency, and verb tense use in writing narrative text.

The researcher only take The Third Semester students of English Education Study Program of STAIN Palangka Raya in Academic Year 2013/2014 who have took and pass writing I subjects because in this subject, writing narrative paragraph has taught.

#### **F. Operational Definition of Key Term**

To avoid misunderstanding of the concepts used in this study, some operational definitions were provided as the following:

1. *Errors*, according to Dulay, are flowed side learned speech or writing they are those parts of conversation or writing that deviated from some selected

of nature language performance.<sup>8</sup> In this research, Error refers to students' fallacy in writing the main aspect used in narrative paragraph base on Furaidah and Friends classifying

2. *Error Analysis*, according to Fauzi, is a study to observe, analyze, and classify errors that made by the learner who acquire L2 to reveal something of system operating within the learner.<sup>9</sup> In this research, error analysis is a list of steps to analyze and classify the students' error in writing the main aspect used in narrative paragraph base on Furaidah and Friends classifying.
3. *Narrative text*, according to Oshima, is the story writing. Narrative text is a kind of writing which report events in order that they happened.<sup>10</sup> In this research, narrative text is narrative paragraph written by the students.
4. The main aspect used in writing narrative text base on furaidah *et al* classifying are:
  - a. Using transitional signals. Transitional signals are connecting words or phrases that act like bridges between parts of the writing. They link the sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.<sup>11</sup> In this case the transitional

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<sup>8</sup>Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, New York: Oxford University Press, 1982, p.138.

<sup>9</sup> Iwan Fauzi, *Error Analysis The Significance to Language Learners*, Palangkaraya: 2012, p. 58.

<sup>10</sup>Alice Oshima, *Introduction to Academic Writing, Third edition*, New York: Pearson Longman, 2007, p. 24.

<sup>11</sup>Jollee, "The Writing Centre SOC and Effective Writing Programs Students Development Centre." *University of Western: an English Education journal*.p.1-3.



signals that include in the main aspect used in narrative paragraph are signal words which indicate time relationship between sentence and idea written by the students in narrative paragraph.

- b. Using adverb of frequency. According to Furaidah *et al*, adverb of frequency tells how often something is done and how often someone does something. In this case adverb of frequency is adverb of frequency written by the student in their narrative paragraph's writing. For examples, always, usually, often, sometimes, frequently, occasionally, rarely, ever, never, and the other.<sup>12</sup>
- c. Verb tenses use. The uses of verb tenses is very important to indicate when the event happening and to organize time order in the paragraph.<sup>13</sup> In this study there are some tenses is used in writing narrative. In writing present narrative such as daily activity or events that happen repeatedly mostly use simple present tense and also present progressive used occasionally. Therefore in writing past narrative used simple past tense and past progressive. In this case the verb tense is verb tense that written by the students in their narrative paragraph's writing.

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<sup>12</sup>Furaidah, Utami Widiati, Rahayu Dwi Riyanti, Darminah, and M. Adnan Latif, *Advanced Writing*, Jakarta: Pusat Penerbitan Universitas Terbuka, 2002, p.1.32.

<sup>13</sup>*Ibid.*, p.1.33.

## **G. The Framework of Discussion**

In order to give guidance for the writer and the readers in understanding this research proposal, the writer made a framework about the content of this research.

Chapter I is introduction that consist of background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, operational definition of key terms, and the framework of discussion.

Chapter II is the previous studies, the nature of narrative text, the types of narrative text, time order, the main aspect used in writing narrative text, example of narrative text, the text analysis, second language acquisition, definition of error, type of error, and error analysis.

Chapter III is the research method that consists of time and place of the study, approach and type of the study, subject and object of the study, technique of data collections, and data analysis procedure.

Chapter IV discussed the result of study. It consisted of the data finding and discussion. In data finding the research display the data which was found in the field and in discussion the researcher explained the type of error in writing Main Aspect used in Narrative Text and the cause of error based on Ellis theory.