CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the problem of the research, the objectives of the research, the operational definition of the terms, the significance of the research and the scope of research.

1.1 The Background of the Research

Today, English is very important to be mastered because most people in the world use it to communicate and to absorb knowledge, culture and technology. According to Brumfit (1994, p.3) English is a world language because its speakers are widely distributed throughout the world. Further, Subasini and Kokilavani (2013, p.56) mention that English is overly most common language all over the world; it is language of higher administration, superior judiciary, advanced education and diplomacy. Further, education law no 20/2003 states that each province/district is required to establish a school in each stratum,i.e. primary, junior high and senior high with an international standard, indicated among other by the use of English as a medium of instruction for a number of selected subject matters. Meanwhile, based on Indonesian government regulation number 32/2013 chapter 70 English is one of the tested subjects in national examination for junior high school, senior high school and vocational high school. In this case, English is studied as a foreign language. Thus, it is clear that English is the first foreign language taught in Indonesia and become an important subject that must be taught in their classes, it can be seen in national examination that English has important proportion in deciding student`s graduation.

In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills.

The demand of good writing skill in the modern world obligates the students to be good writers both in their native language and in English as an international language. According to Lems, Miller and Soro (2010, p.194) writing as one of the English skills plays an important role in some areas of education; whether it is for a language arts, social studies, science, or math class, students are expected to use their "CALP (Cognitive Academic Language Proficiency)" to report on their understanding of the materials they are studying and to share in print their reasoning processes, experiences, feelings, reactions, and beliefs

Since writing is more closely connected to academic success, it is important for the teachers to provide the students with a good writing skill to make them be ready to compete in the modern era. It is useful as well as significant since a good writing skill crucially determines the ability to communicate ideas and information effectively.

Nevertheless, teaching English writing to the non-native students is always not an easy task for most of the English teachers. Writing not only requires the formal English, but also the ability to communicate ideas and information to the readers. This statement is supported by SIL international in Oktaviani (2005, p.63). It stated that writing is the productive skill in the written mode. It is more complicated and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not only a graphic representation of speech, but also the development and presentation of thoughts in a structured way.

Students tend to make errors in writing. Furthermore, knowing about the kinds of errors made by the students is always not enough to help the students with their problems of writing. Since errors can be caused by many factors, it is crucial to find out as well as describe what the factors are.

The researcher has conducted a short interview with the teacher regarding their English skills. They stated that among the English skills, writing becomes the most difficult skill to be learned. From thirteen students that were interviewed, only four of them like writing, while the rest stated that they prefer telling a story to writing it down, since in the process of telling a story, they do not need to consider much about grammar, word choices, etc. Moreover, in relation to the narrative text, the students stated that they know all the elements of narrative text, namely orientation, complication, resolution and coda (optional) as well as their sequences. In the other words, the students do not have any problems about how to construct the narrative texts. The problems they faced were mostly about the tenses that applied in narrative texts. In the other words, the students still get difficulties in constructing grammatical sentences in English.

These phenomena motivate the researcher to find out where the problems lie. Therefore, this research attempts to find the kinds of errors made by the students in writing narrative texts as well as their causal factors. Furthermore, this research is highly expected can give valuable information to both the teachers and the students. To the teachers, it can inform them about the kinds of errors made by the students in writing narrative texts, so they can help the students with those errors. Moreover, for the students, it can give useful information about their

weaknesses or problems in writing, especially in writing narrative texts, so they can try to find solutions to overcome their problems.

Based on the background above, the researcher was interested in investigating the students` learning problems, to know the students` errors in narrative text. Therefore the researcher is conducting a study entitled ``**A Descriptive study on the errors in the narrative text of the second year student of SMPN 2 Cluring in the academic year 2019/2020.**''

1.2 The Problem of the Research

Based on the background of the research that has been explained, the problems of the research are as follow:

1. What kinds of errors of do the students make?

2. What are the causes of errors that made in student`s narrative text writing?

1.3 The Objective of the Research

Based on the problems of study above, the objectives or the aims of the study are:

1. To know what kinds of errors the students make.

2. To know the causes why the students made errors in narrative text writing.

1.4 The Operational Definition of the Terms

The operational definition consists of two terms; they are error, narrative text and writing, which will be discussed as follows:

1. Error

   Errors are described by the application of linguistics theory to the data of erroneous utterances produced by a learner or a group of learners.

   In conclusion, an error is a deviation made by the learner because he/she doesn`t know about the rule and will make it repetitively.

2. Narrative text

   Narratives are stories about person or a group of people resolve problems.

3. Writing

   Writing is transforming thought, ideas, or feeling into written form.

   The writing position in my research is that writing is used as an instrument to get students' scores on narrative text.

1.5 The Significance of the Research

   The results of this research are expected to give some contribution as follows

1. Theoretical

   Hopefully, the result of this research can be used for data source for academic institutional and teachers. The research results an investigation of the errors of narrative text are frequently occurred. The teachers are able to know some factor that cause errors in narrative text.

2. Practically

   a. For the students, this research shows them about some errors that they have made, so they are able to minimize misunderstanding about errors that occurs in English narrative text and anticipate the errors they make in the next time.

b. For the teachers, this research shows them the errors that usually make among students in English narrative text, so that they can anticipate and minimize the errors made by students in the future.

1.6 The Scope of Research

The scope of this research was focused on error in narrative text. The limitation of this research was eight grade students at SMPN 2 Cluring in the 2019/2020 academic year.