

CHAPTER I

INTRODUCTION

This chapter elaborates several points about principles of the study. The points include background of study, statements of the problem, objectives of the study, limitation of the study, and benefits of the study.

A. Background of the Study

Language is a means of communication in the world. Communication means transmitting information, ideas or feeling from one person to another. People who want to communicate with the others from another community which has different language may get problems. Because of the importance of language as a means of communication, people endeavor to learn it. English is one of the languages which can be used in all parts of the world. It is used widely; almost all countries use it either as the first, second or foreign language.

English plays an important role as an international language. It is the most widely spoken language used in the biggest part of the world for communication among people. Besides that, there is a fact that many science books are written in English. Therefore, it is very important for Indonesian people to learn this language. In Indonesia, English as the first foreign language learned is very important to absorb and develop science, technology, art and culture, besides for developing relationship with other countries(Zacharias, 2003: 27)

There are three main stages of National Education in Indonesia, namely: nine years of basic education (six year of elementary school and three year of lower secondary school, i.e., junior high), secondary education (i.e., senior high), and tertiary education (university level). Tertiary education consists of three levels: diploma level, *strata-Isarjana* (equal to a bachelor's level), *magister* (master's level), and *doktor*.

Nowadays, in respect to the importance of English, numbers of education institutions have conducted English into their curriculum, from elementary school until university level. In basic level, English language learning has been given for elementary school students in order to make them understand and master it.). Furthermore the purposes of English language teaching in junior high school are: 1) developing communicative competence in spoken and In junior high, English Language Teaching is aimed to at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems (Hartoyo, 2011) written language to reach functional and performative literacy; 2) generating awareness about the nature and importance of English to improve nation's competitiveness in global society; and 3) developing students' understanding about the relationship between language and culture (Hartoyo, 2011). It means that literacy level targeted in learning English in senior high school is functional and performative. Functional level means that learner can use the language, in this case English, to meet his/her daily needs such as reading newspaper, reading manuals or procedures, and performative level means learner can read, write, listen, and speak using recognized symbols (Wells in *Bahan IHT Peningkatan Mutu Pembelajaran Bahasa Inggris SMP*, 2012).

In senior high school, English Language Teaching is aimed: 1) to improve students' oral and written communicative competence to gain informational level, 2) to have high understanding the importance of English as global language; and 3) to develop students' understanding on language and culture relationship (*Standar Isi Bahasa Inggris SMA*, 2006). In informational level, learner can access knowledge with his/her language competence. English language teaching in university level is aimed at enabling students to: 1) understand academic English based on their professional skill, 2) communicate with English well, and 3) like to communicate with English (*Panduan Kompetensi Bahasa Inggris untuk Perguruan Tinggi*, 2012).

Thus, there is level difference among junior high school, senior high school, and university students in learning English, that is, level of competency. Students of junior high school are targeted to gain English in functional and performative level, students in senior high school are targeted to gain English in informational level, and students in university level should master English based on their professional skill they have learned.

In teaching English, there are four skills that have to be included, listening, speaking, reading, and writing. These skills should be taught integratedly by teachers to improve the students' English competencies. Writing is one of the important skills in teaching English. It has always occupied a place in most English language course. One of the reasons is that more and more people can explain how people perform different processes in sequence of steps. To write well, people must have good capabilities in writing. Moreover, someone who wants to write a text s/he should

know the steps in writing process and aspects of writing. The writer must be able to organize the idea, to construct sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts (Hyland, 2002: 3). In reality, people always communicate to each other. They do not only communicate with spoken language but also communicate in written language. It is one of the reasons why the people need to master writing-skill well.

Basically, in writing, learners are not only realizing information message or idea in a sentence in correct grammar but also they must be packed in text formulations that conventionally have been agreed by the society. So that, the reader or audience will more easily understand the content in the texts. As for the criterion is; (1) purpose, (2) rhetorical structure, (3) linguistic realization or grammatical pattern (Pardiyono, 2007: 2). In other word, as consideration of the effectiveness of using language, each written text should include these.

As an international language, English is very important in daily life. English as a foreign language in Indonesia plays an important role in many aspects like education, economy, international relationship, technology, sports, etc. Related to the problem in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them to face the globalization era. English becomes a compulsory subject in junior high school, senior high school and university.

Writing in English is meant to fill the gap that exist between the ability to express ideas, feelings, opinions, and others in Indonesian language and the ability to express the same things of written form in English. Writing exercise is primarily on vocabulary, punctuation, grammar, content, idea, tone, and style. In real situation of writing session, students frequently transfer their native language to English, this phenomena is called Interlanguage. According to Smith in Fauziati (2009: 127) :

interlanguage studies typically focus on the linguistic and the psychological aspect of second language research. Interlanguage most generally refers to the systematic linguistic behavior of learners of a second or other language, learner of non native language.

The notion 'interlanguage' means to "a language between two (or more) languages, i.e. a target language (Lt) norm which a student is trying to achieve, and his first language (L1). The interlanguage has characteristics of both of these languages" (Fauziati, 2009: 155). Actually, when learners faced a problem in mastering the target language system, learners will produce an erroneus production. This case is the background why the interlanguage currently receives a wider acceptance in the literature of error analysis (EA).

Teaching learning English as a foreign language in Indonesia still face lot of problems. Somehow mastering second language in transferring knowledge of second language system must be controlled very well. Learners need consultant who getting of the best of mastering second language system. Moreover, Fauziati (2010) says that most of learning problems are caused by different elements found between the two languages. Therefore, he will be able to learn the elements of the target language

which are similar to those with his own more easily than those which are not found in his native language. On the other hand, it is difficult for Indonesian to use correct structure in English. This is mostly because the students are influenced by their mother tongue on the acquisition of the new structure. However, the students are still weak in English, especially in their writing skill. They still seem to commit errors in all aspect of language. Errors in writing such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are committed by learners. The learners usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of preposition, articles and the use of correct tense. According to Zhang (2011) said that:

errors can be seen clearly in the learners' written performance that the students are bound to encounter would be weak vocabulary, inappropriate use of grammar in sentence etc.

Actually, learning second language system needs good environment neither the teacher nor technique nor method that supports mastering second language system. When the teachers are not control second language system properly, transferring knowledge in second language learning can cause an error of the result. Error of transferring knowledge of second language is one of some sources error in student's result in learning second language. Teachers who can analyze and treat errors effectively would be more able to help their students to become more corrective techniques can give effective learning and teaching of English. In fact, making mistakes is a natural process of learning and must be considered as part of learning. As a result, errors must be viewed positively. Therefore, EA is the best tool for

describing and explaining errors made by speakers of other languages. By investigating students' written work, it will provide a means to help the teachers to recognize the importance of errors as one of the challenging areas in teaching English.

While, teaching learning English also has given in three institutions, SMPN 1 Kajen Pekalongan, SMAN 1 Kajen Pekalongan, and University of Pekalongan. As the students learn more about English, many errors will appear. Not only do they replace one tense with the other tense(s), but also they fail to construct the correct verb forms for these tenses. In the same case the researcher finds some errors done by the students of these three institutions. They often make in their writings. Based on pre-observation result, the researcher asked the students of in SMPN 1 Kajen Pekalongan, SMAN 1 Kajen Pekalongan, and University of Pekalongan to make the narrative text.

Below are the examples of student's writing products:

One day Kancil **go** to forest because **he is** hungry. He **is saw** *mentimun*. Kancil **liked** *mentimun* very much. He looked left and looked right, than, he ate all *mentimun*. The *mentimun* **are** fresh. Kancil didn't know Pak Tani **is see** him..... (writing result of class VIII student)

One day in Arabian city, a woman went to the market and bought a beautiful hen.

A few days later, to her surprise, the hen laid a silver egg. The woman thought that if **the hen could lay** more than one egg each day, she **would never work again**.

So the woman decided to make the hen eat more, so that it could lay more eggs. But unfortunately the **hen died because indigestion**, and did not lay eggs at all. (writing result of class XI student)

A fisherman **fishing** all day, but he did not catch anything. In the evening, he caught one very small fish.

“Please, don’t eat me. Please, I am too small to make you a good dinner. Please, **back me to** the water. Later, **when I bigger**, you can catch me again.

“No, no,” said the fisherman. “I’m going to keep you. If you get back into water, you will never come near me again.”

Then, the fisherman put the little fish in his pond at the back yard. When **the fish bigger**, it became a good friend of the fisherman. He never wanted to eat the fish.(writing result of second semester of university student)

These errors were caused by the difference between the rules of the language used by the students (Indonesian) and the rules of target language. Although the writer admits that students, in their process of learning, usually cannot prevent themselves from making errors, she still thinks the errors made by the students need remedial work or otherwise they will remain errors.

- students’ error system influenced by mother tongue system (Indonesian) to express the idea;
- The students used rules of Indonesian system inEnglish, such as “He is **liked** *mentimun*” should be written “He liked *mentimun*”.

In this research, the researcher will analyze errors in writing narrative text made by junior, senior, and university students. The researcher chooses narrative based on conderations that: 1) Narrative text are fundamentally important in education, culture and life because narrative organizes “power, confessions, excuses, justifications, just to know what happened”. It means that narrative text tells more about human life and experience, and it can be used for learners to study literature; 2) narrative text support learners to be creative in making written storytelling to make compelling, imaginative

connections with the school curriculum; and 3) language structures in narrative text are applicable in social interaction.

Dealing with the phenomenon, the writer interested in analyzing it into a thesis entitled **A COMPARATIVE ERROR ANALYSIS IN WRITING NARRATIVE TEXTS MADE BY JUNIOR, SENIOR AND UNIVERSITY STUDENTS**".

B. Limitation of the Study

Problem limitation was made in order to avoid misunderstanding and misinterpretation. It gave a limitation toward the given analysis. The writer only focused the study on errors analysis in students' English narrative writing of class VIII SMPN 1 Kajen Pekalongan, class XI SMAN 1 Kajen Pekalongan, and second semester University of Pekalongan. In order the study can be deeply examined, the writer needs to limit the study as follows:

1. The subjects of the study were limited to students of class VIII SMPN 1 Kajen Pekalongan, class XI SMAN 1 Kajen Pekalongan, and second semester University of Pekalongan in the Academic Year 2014/2015. There were 30 students in each class.
2. The objects of the study were limited on errors in writing narrative text by the students above.

C. Problem Statement

The problem is formulated as what is the researcher rises some subsidiary research questions as follows;

1. What are types of errors found in the students' writing result made by Junior, Senior, and University Students?
2. What are the frequencies of each type of errors found in the students' writing result made by Junior, Senior, and University Students?
3. What are the similarities and differences of errors found in the students' writing result made by Junior, Senior, and University Students?
4. What are the causes of errors found in the students' writing result made by Junior, Senior, and University Students?

D. Objectives of the Study

In relation to the background of the study and the problem formulation, there are some objectives that are expected to be achieved in this study. The objectives are as follows:

1. to describe the types of errors are found in the students' writing result made by Junior, Senior, and University Students.
2. to know the frequencies of each type of errors found in the students' writing result made by Junior, Senior, and University Students
3. to explain the similarities and difference types of errors are found in the students' writing result made by Junior, Senior, and University Students.
4. to investigate the causes of errors are found in the students' writing result made by Junior, Senior, and University Students.

E. Benefits of the Study

Herewith, the researcher expected that this research would give several benefits, both theoretically and practically.

1. Theoretical Benefit

The finding of the research will be useful as a reference and comparison for the future research related with Second Language Acquisition.

2. Practical Benefits

a. For the teachers

- 1) By reading the result of this study, they got clear description about the common errors made by the students so they found new methods to anticipate the making of errors and to improve their teaching ability in English class especially in teaching writing.
- 2) By investigating the students' errors in their written works, it would provide help to the teachers to learn something about the effectiveness in their teaching English.
- 3) The teachers also got clear explanation about the learning strategies that the students employ to master English.

b. For the readers

The study served as a reference for those who want to conduct a research dealing with error analysis.