

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language and many people at this time are interested in understanding and learning it. Not only because English is the language used in the world of work in the international world, but this language also has the prestigious level of language that makes this language become one of the languages that interests people around the world. In Indonesia, the government begins teaching English as early as possible at the level of education in Indonesia. English begins to play an active role at the first middle school level which became the basis and had an important role in getting skills that can give provision and abilities for the student in the future.

In learning English, there are 4 important skills that must be mastered by the language learners. These 4 things are speaking, writing, listening and reading. The skill is divided into 2, namely productive skills (speaking, writing) and receptive skills (reading and listening). In this study, the researcher will only focus the research on the productive ability that is the ability to writing. In writing, there are several problems faced by students such as vocabulary and grammar that are considered the biggest problem in English because writing Indonesian is different from the rules of writing English

Generally speaking, writing is the most difficult skill to master in learning English and other languages. According to Richard & Renandya, (2002) this is due not only to need and generate ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also turn such ideas invisible text" Errors in writing can also be grammar errors and meanings error in transferring ideas from the native language into target language.

At this time, most students often use English every day in terms of playing games, communicating and social media. But often they also encounter some error in writing a word or sentence. It can be errors to choose the correct vocabulary or the use of grammar when write what they want. The example is "Ice Scream"; they intend to write "Ice cream" which means *ice cream* but because they do not know and understand the vocabulary correctly, then they made an error word that changes the meaning from "ice cream" to "scream of ice".

Moreover, most students tend to prefer watching an event rather than reading a book to get information on it. When they read, they will automatically find vocabulary and new terms that can be used and learned to enrich vocabulary rather than watching an event. So their ability to search for vocabulary variations for writing skills will increase and become better.

According to Robert M Gorrel and Charlton Lird (1962) writing requires bringing many sorts of abilities together at once. It is a continuing process, allowing for growth and revision and refining. At the same time, it will be handling ideas and thinking of new ones, considering audience and tone, choosing words and building sentences and devising ways of putting them together. It is like someone thrown into the ocean to learn to swim (write while learning to write)".

According to Littlefair (1991) there are some types of writing texts, such as narrative text, descriptive text, argumentative text, recount text, and report text which each of them has their own rules and functions. In this research, the researcher focused on the narrative. A narrative text is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story -- which is why it is so often used in phrases such as "written narrative," "oral narrative," etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Meanwhile, the students often make errors when

writing narrative text, especially in using grammar. In order to reduce the errors, the researcher wants to analyze the students' errors in writing a narrative text. Then, the researcher also wants to analyze and to know what causes of the error that often occurs. So it can be useful as an evaluation by the teachers to reduce the students' error in grammatical especially in writing narrative text.

Based on the statement above, the researcher tries to conduct a research with a title AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 OF KARTASURA

1.2 Scope of Problem

To avoid the research becomes wider, the study is limited and focused on analyzing students grammatical errors in narrative text writing. The grammatical errors are classified as Singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear. The researcher will choose SMP Muhammadiyah 1 Kartasura for the study. It is located at Ahmad Yani Street number 160, Kartasura, Sukoharjo.

1.3 Problem Statement

Based on the limitation of the study above the study is formulated as follows:

1. What are the errors made by 8th-grade students Muhammadiyah 1 Junior High School of Kartasura in creating narrative text?
2. What are the errors that often occur when creating a narrative text in grade 8 students Junior High School Muhammadiyah 1 of Kartasura?
3. What are the causes of errors made by grade 8 students Junior High School Muhammadiyah 1 of Kartasura when creating the narrative text?

1.4 Objective of Study

The objectives of this study are :

1. to find out errors made by 8th-grade students Muhammadiyah 1 Junior High School of Kartasura in creating a narrative text,
2. to find out the most error that occurs when creating narrative text by 8th-grade students Muhammadiyah 1 Junior High School of Kartasura, and
3. to find out the cause of errors made by grade 8 students Junior High School Muhammadiyah 1 of Kartasura when creating the narrative text.

1.5 Benefits of Study

1. For English teachers

The researcher wants to help the English teacher in learning process and also gives suggestions for them to know, understand the way to solve student errors in writing especially narrative text on purpose to give the best education as possible for their students.

2. For the students

It is very important to understand the correct grammatical for writing because English is a language that used many patterns and complex structure which used different grammars or vocabularies in each kind of sentence so that the students have more knowledge about writing and also be able to produce good writing.

3. For the researcher

It can be something to be searched and to find the solution, strategy or method for the students in order to decrease the errors.

4. For the school

for school, it gives more information about the students' background in their school why they did the errors then the teacher can follow up on this problem.