CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Writing is something more different than a conversation since in writing, writers (can be students or authors) have more time to think through what they know in their mind such grammar books, or other references (Harmer, 2004) and a good piece of writing must fulfill the principle of cohesion and coherence (Kuswoyo and Susardi, 2018). Here, the sentences produced in writing show how much a particular learner has understood how a foreign language works so that it is one of many ways which foreign learner's ability it evaluated (Gulo and Rahmawelly, 2018). However, in order to do writing, the writer must be supported by specific reason or details which means that an academic writing must be procedural, systematical, clear and easy to be understood by the reader (Langan, 2010).

Unfortunately, writing is not as easy as people think, especially students, because they must use proper dictions and words' context. In this case, most of students may find some difficulties in accomplishing their writing test since it is the most difficult skill for L2 students to master (Richards & Renandya in Sari, 2016). Moreover, students who learn English in Indonesia still have weaknesses in understanding and using English grammatical rules (Sari and Gulö, 2019). As it supported by Spart in Aminatun et al (2018) that writing is one of the four language skills that involves communicating a message by making sings on a page. After all, there are a lot of processes during the process of writing since writing is a thinking process in which a writer produces a final written product based on their

thinking after the writer goes through the thinking process (Brown in Aminatun et al, 2018).

Further, related to the explanation of writing, the writer noticed that there are many kinds of theme in writing texts and one of them is narrative text. Narrative text is a text that is telling story to amuse or entertain the reader with actual or imaginary experiences in different ways (McWhorter, 2010). In short, this kind of text is carrying an aspect of telling a story. However, although the text is about narrative story, students cannot be taken for granted since they still must generate and organize their ideas and logical thinking so that they are able to create good writing.

Unfortunately, the writer noticed that errors will always become the part of students' writings since they are still in the process of learning. As it mentioned by Patel (2015) in Gulo and Rahmawelly (2018) that "learners commit errors either because of inappropriate knowledge or false knowledge in the target language and learners needs to writer correct sentences in English in order to convey their messages effectively to the readers." In other word, learners (both students or common people) made errors can be either they are lack of knowledge or they are having false knowledge in understanding their second language or target language.

Thus, it can be said that errors could be because of students partial learning when the learning process, whether it from students fatigue or carelessness or others. Dulay et al in Brown (2007) stated that an error is a noticeable deviation from the adult grammar of native speaker which means that learner make errors because they are lack of knowledge of the rules of the target language. It could be from the

teacher who gives the wrong information, so the students also saved the wrong information and it continued until the next level of their class. Some aspects above make writing become complicated skill and students often make errors.

Therefore, related to the explanation about errors in the writing texts of students' writing, the writer in this research is interested in discussing about student's errors in their writings since it is beneficial not only for teacher but also for students. Here, the teacher can be more aware of the difficult that is faced by the students in arranging sentences and students can evaluate themselves about their progress in writing skill.

Moreover, the writer specifically chose the ten grade students from Muhammadiyah 2 Senior High School as the object of research and choosing IPA X 1 class because from all of X (ten) grade classes, that class has the highest score in English according to the teachers of Muhammadiyah 2 Senior High School.

1.2 Research Question

Based on the background of research above, the writer formulates the research question as follow:

What kinds of errors made by the ten grade students of Muhammadiyah 2 Senior High School Bandar Lampung in the narrative texts?

1.3 Research Objective

Related to the research question, the objective of this research is to describe kinds of errors made by ten grade students of Muhammadiyah 2 Senior High School Bandar Lampung in their narrative texts.

1.4 Uses of Research

1.4.1 Theoretical Use

Theoretically, this research provides the information of grammatical errors made by students in their writings. Thus, the writer hopes that this research can be one of the references for the next researchers who are interested in conducting the similar research related to grammatical errors.

1.4.2 Practical Use

Practically, the writer hopes that the result of the study can give benefit both for both English teachers and students. As for English teachers, hopefully they can encourage their students to be more carefully in using every aspect of grammar and for the students, hopefully they can pay more attention in grammar, so that they are able to write a good writing.

1.5 Scope of the Research

In this research, the writer focuses in analyzing the errors made by the ten grade students of Senior High School Muhammadiyah 2 Bandar Lampung in their narrative texts, specifically, IPA 1 class since according to the teachers, that class has the highest score in English subject. Further, in order to do the analysis, the writer applied Dulay, Burt and Krashen's theory (1982) (which further known as Dulay et al) of surface strategy taxonomy which concerns on omission, addition, misformation and misordering errors.