

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In modern era, students should understand and master English as an international language. English language is important for Indonesian students because it allows them to compete internationally, against students from other countries. Therefore, they should prepare themselves by mastering English better.

English language has four important skills which are listening, reading, speaking, and writing. All of them are important and they are connected in learning of English language. Students should master all the skills of English language so they can be ready to compete with other foreign students.

Writing skill is an important productive skill in the English language. Students who want to show their mastery of English language can measure their capability of English language mastery by writing their texts as one of the productive skills. By practicing writing skill, the students can use their ideas of English language in making a lot of good texts. Students who can make good texts should have a good understanding in English grammar to make correct texts. Because grammar is the rules of the sentences structure in English language, it must be used correctly in sentences of students' texts.

Tense which has important role on the rules of composing sentences in the English texts is one of the important aspects in the English grammar. When

students can strengthen their understanding of tense in grammar, they will produce a good text. Every tense of English language has different functions which are used in some different intention of sentences and different types of text.

Simple Past Tense which functions to tell actions or events in the past is one of the tense types in English language. Students have also known about Simple Past Tense in their learning activity because Simple Past Tense is included in the Simple Tenses and the basic tenses of English language. Therefore Students of EFL have also learned exactly about Simple Past Tense in English subject of junior high school and they also usually use Simple Past Tense in the sentences of their texts.

However, students of EFL often make the same mistakes and the educators cannot correct the mistakes which are called as an error (Emmaryana, 2010). “Carl James (1998) said that: If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error” (Emmaryana, 2010:1).

Narrative Texts which are one of the text kinds in English language are the stories which tell something in the past. In students' Narrative Texts, we often find the use of Simple Past Tense which matches with the topic of this study. Therefore the author is going to find out the problem of the students' learning of

the using Simple Past Tense in Narrative Texts, kinds of error that they make, and the causes of the errors.

## **1.2 Statements of the Problem**

In line with the background of the problem above, the research problems can be made as follows:

- What kinds of errors in using Simple Past Tense are found in Narrative Texts written by English Department Students?
- What are the possible causes of the errors in using Simple Past Tense found in Narrative Texts written by English Department Students?

## **1.3 The Objectives of the Study**

The research is conducted to identify:

1. The kinds of errors in using Simple Past Tense are found in Narrative Texts written by English Department Students.
2. The possible causes of the errors in using Simple Past Tense are found in Narrative Texts written by English Department Students.

## **1.4 Theoretical Framework**

This study uses some theories to support the finding of the study. “The author uses the error analysis theory of Dulay et al. (1982) which is an analytical

tool, as the specification of transitional constructions, the computation of acquisition orders, and the delineation of special utterance types (Kristina, 2015:8).”

The author also has another theory which is about Narrative Texts. Narrative Texts are the stories which tell something in the past. Commonly Narrative Texts are found in the story books: myth, fable, folklore, etc. Narrative Texts have five stages of the schematic structures which are orientation, complication, sequence of events, resolution, and coda (Anderson and Anderson, 1997:6-8).

The other theory is about Simple Past Tense which is used to indicate that an activity or situation began and ended at a particular time in the past (Azar, 1989:24).

According to the theories above, in the study, can be used to analyze and find the error of students in the using Simple Past Tense in their Narrative Texts.

### **1.5 The Significance of the Study**

The result of this study can be useful for teachers and students:

- Teachers

By learning the result of this study, they can comprehend the errors and improve their teaching way. Therefore they can educate their students in improving their errors on using Simple Past Tense in Narrative Texts.

- Students

By reading the result of this study, they can realize and understand their errors. Therefore they can reconstruct their knowledge and improve their errors on using Simple Past Tense in Narrative Texts.

### **1.6 Assumptions**

This study is conducted with these assumptions:

- The students of second semester have been explained about the simple tenses, especially Simple Past Tense which is taught in their junior high school level, also learned repeatedly and more deeply in the senior high school level and the college level.
- The students of second semester have passed Structure I subject which gives materials about Simple Past Tense.

### **1.7 Limitation and Scope**

In this study, the author limits the study on the students' errors in the use of Simple Past Tense in writing Narrative Texts, although there are some other errors which are found in students' work. The author may also identify some mistakes in the students' work, even though the study focuses in the errors of Simple Past Tense. The author decides to take the Narrative Texts of

Writing I students of English department in second semester at Widya Mandala Catholic University.

### **1.8 The Definition of Key Terms**

- Error: “A noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (Brown, 1980:165).”
- Error analysis: “The error analysis theory of Dulay et al. (1982) which is an analytical tool, as the specification of transitional constructions, the computation of acquisition orders, and the delineation of special utterance types (Kristina, 2015:8).” “Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It seems that the phrase ‘systematic deviation’ in these definitions is a key word which can be interpreted as the deviation which happens repeatedly (Emmaryana, 2010:6-7).”
- Narrative Texts: Narrative Texts are the stories which tell some events in the past. Commonly Narrative Texts are found in the story books: myth, fable, folklore, etc. Narrative Texts have five stages of the schematic structures which are orientation, complication, sequence of events, resolution, and coda. Narrative Texts have social function to entertain the readers and give advice as the moral value of the text (Anderson and Anderson, 1997:6-8).

- Simple Past Tense: “Simple tense is used to indicate that an activity or situation began and ended at a particular time in the past (Azar, 1989:24).”

## **1.9 Organization of the Thesis**

The thesis is written in five chapters. Chapter one the author starts with introduction which consists of the background of the study, statement of the problem, the objective of the study, theoretical framework, the significance of the study, assumption, limitation and scope, definition of key terms, and organization of the thesis. In Chapter two, the author discusses about review of related literature which has two important points. The two points are related literature and previous studies. In Chapter three, the author discusses about research method which consists of research design, setting, the source of data, instruments, the procedure of data collection, and technique of data analysis. In Chapter four, the author discusses about results of his study which is about the students’ errors on the use of Simple Past Tense in their Narrative Texts. There are two important points that are about finding and discussion. In Chapter five, this part is the last of this study which has two sub-parts. The two sub-parts are conclusion and suggestions