CHAPTER I

INTRODUCTION

A. Background of Study

Students' writing difficulties begin when they have to define subjects, objects, verbs, tenses, and passive and active sentences. Raymond also supports this statement; according to Raymond, writing is more than just a communication medium; it is a way of thinking and remembering.[1] Writing in another language can be difficult; they often write in their mother tongue or first language. The difficulty in writing when learning a foreign or second language lies in organizing and generating ideas and translating ideas into readable writing.

Students writing narratives text should pay attention to the simple past because it is often used when writing narrative texts. According to Betty, the simple past shows that an action or situation begins and ends at a particular time in the past. Betty says in basic English grammar, "The past simple is used to talk about actions or situations that begin and end in the past."[2] Simple past tense has been learned by 8th grade students with the material "When I was a child"; they at least know the formula using the simple past tense. However, writing narratives using simple past tense and having to know the second verb makes

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[1] James C. Raymond, *Writing Is an Unnatural Act* (New York: Harper& Row publisher, 1980). 2.

[2] Betty Schaefer Azar, *Understanding and Using English Grammar* (California: Prentice Hall, Inc, 1989. 24.

students feel confused and often makes errors. This error can affect the content of their writing.

By mastering grammar, students can build sentences, can express their ideas for communication and can help students to understand what others say or write. Grammar is one of the difficult materials when students learn English. Actually in many cases always found errors in student writing are grammatical errors. Students make error at the level of grammar, lexical, orthography, pronunciation, and discourse. From the linguistic level, grammar often causes difficulties for students in learning English, especially writing. In writing skills, grammar is very necessary to learn, because mistakes made in writing seem so obvious when someone writes it and will be read by the reader. Having knowledge of grammar will help people to understand what others are saying or writing. On the other hand, it is difficult for Indonesian students to use the correct structure in English. One aspect of grammar is tenses. In making sentences in English both written and spoken, tense has a very important role. In English, every sentence always contains tense. There are many types of tenses such as simple present tense, simple past tense, present perfect tense, present progressive tense, etc.

Errors are commonplace in second language learning, and this statement is supported by James in Ila (2012), who states that errors are a form of student ignorance in learning the language

second (L2).[3] Errors are related to students' lack of competence, which is when students are unable or do not know about the second language, so they cannot correct or correct themselves. In contrast to mistakes, mistakes are when the learner can correct them. Mistakes are more about failure in performance, while errors are more about competence or knowledge.

Based on observations at MTss Al-Fathaniyah, many students in learning English, especially in writing and using grammar, students feel confused in making a paragraph, especially because they need more vocabulary and have to know irregular and regular verbs when writing narrative text. Many students still do not understand the use of the simple past tense, and students at this school cannot write English well. The most challenging problem that always occurs is that they have difficulty learning English, especially narrative texts. They translate Indonesian words into English word for word. However, only a few students have an English dictionary, even though the English dictionary is an important tool in learning English.

Previous research was conducted by Tri Okta Vera (2020).[4] Her research analyzed the types of errors made by students in using the simple past tense in writing narrative texts in

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[3]Ila Amalia, "Analisis Kesalahan Vowels Mahasiswa Tadris Bahasa Inggris IAIN 'SMH' Banten," *al-qalam* 29 no. 2 (2012). 553.
[4] Tri Okta Vera, "AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE ON STUDENTS' NARRATIVE WRITING AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 01 KAMPAR TIMUR" (UIN Suska Riau., 2020).

class X SMAN 01 Kampar Timur. In this study, the author used a quantitative descriptive method. The results of the process error analysis show that student errors are divided into four types, namely omissions, additions, misforms, and misorders. This research is almost similar to the writer's research, which examines the types of errors, but in Tri Okta Vera (2020) used quantitative method meanwhile the writer uses the case study and the writer examines the types and causes of errors made by students who use the simple past tense in writing narrative.

Error analysis is important to explain the error made by students, to find out the causes of errors, and how students can learn from their errors and improve their writing. Because every student will not make the same errors when they learn.

Error analysis is also aimed at two main things, namely providing data from which interference about the nature of the language learning process can be carried out, addressed to teachers and curriculum developers, which parts of the target language students are most challenging to produce correctly and which types of errors reduce the ablest students to communicate effectively.

Error analysis has an important role in solving students' problems in writing narratives, finding out the sources and types of errors, and finding out the causes of their errors in writing narratives. Thus, students will not make the same errors or make several errors repeatedly. That is the reason why the writer is

interested in analyzing students' errors in using the simple past tense in writing narrative texts. Thus, the writer wants to know the types of errors made by class IX students of MTss Al Fathaniyah and also wants to know the causes of errors using the simple past tense in writing a narrative.

D. Research Question

Based on the background of the study above, the Research Questions in this study are:

1. What types of errors did students make in using the simple past tense in writing narrative texts in grade nine at MTss Al-Fathaniyah?

2. What are the causes of errors in using the simple past tense in writing the narrative text?

E. Objective of Study

The following list identifies the objectives of this study:

1. To analyze the types of errors made by students in using the simple past tense in writing narrative texts in grade nine at MTss Al-Fathaniyah.

2. To find out the causes of errors in the use of simple past tense in writing narrative text.

C. Limitation of The Study

Limitations of the research are needed to clarify the problem; the writer will analyze the types and causes of errors in the use of the simple past tense in writing narratives for ninth-grade students at MTss Al Fathaniyah. To find out the type of error, the writer will use the Dulay surface strategy taxonomy into four categories. There is Omission, Addition, Misinformation, and Misorder. Meanwhile, to find out the cause of the error, the writer will conduct interviews with teachers and students.

F. Significance of Study

It is hoped that this research can be helpful, especially for the writer, in improving perception, and in general, it is expected to be helpful in the English learning process to provide data from which interference about the nature of the language learning process can be carried out, addressed to teachers and curriculum developers, which part of the target language students the most difficult to produce correctly and where this type of error detracts to a large extent from a student's ability to communicate effectively.

G. Previous Study

In recent years, the study of error analysis has become a popular topic. Earlier research on this topic has been undertaken by several previous study.

The first of which was written by Mega Putri (2017), "An Error Analysis on The Use of Past Tense in Narrative Text."[5] The purpose of this research is to analyze past tense spelling errors in narrative texts for 7th-grade students of SMP Negeri 1 Candi. The author used a qualitative descriptive method in this study. The results showed that the author found four types of errors: omissions, additions, misformation, and misordering. This study is almost similar to a survey, but the writer also investigates students' reasons by using the case study method and procedures error analysis by Rod Ellish.

The second previous study was written by Afifatul Millah (2016) entitled "Error Analysis of Simple Past Tense By Students Writing Narrative Texts (10th grade MA NU Banat Kudus Studi)".[6] The purpose of this research is to describe the types of errors in students' writing narrative texts or the use of the simple past tense in students' writing narrative texts. Students speak the text in the past tense. This research focused on 10th-grade students of MA NU Banat Kudus. The method used in this research is descriptive qualitative. This research is different from the writer who will analyze the writing errors of the simple past tense narrative text.

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[5] Putri Mega Susanti, "AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN NARRATIVE TEXT" (Universitas Muhammadiyah Sidoarjo, 2017).

[6] Afifatul Millah, "AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN STUDENTS' RECOUNT TEXT WRITING(A Study at the Tenth Grade of MA NU Banat Kudus)." (UIN Walisongo, 2016).

The third previous research was written by Eka Sasmiasih (2014). With the title "Error Analysis on The Students Writing of Descriptive Text (A Case Study at Second Grade Students of SMP PGRI 2 Ciputat)". This research was carried out to find out what types of errors were made by students of the second grade of SMP PGRI 2 Ciputat in using adjectives in descriptive text writing and what causes the student's errors in using adjectives in descriptive text writing. This research is categorized as a case study done on 25 students of SMP PGRI 2 Ciputat. The method used in this study was the Descriptive Qualitative Method. This study was conducted following procedures of the error analysis: data collection, identification, description, explanation and diagnosis, evaluation, and prevention and feedback. The data were gathered through writing tests and interviews. This research is different from the writer, who uses case studies in her research methods. This study is almost similar to a survey, but the writer also investigates students' reasons by using the case study method and procedures error analysis by Rod Ellish.

The fourth previous study was written by Okta Vera (2020) entitled "Analysis of Errors Using Simple Past in Writing Class IX Narratives for Narrative Writing by Students of SMA Negeri 01 Kampar Timur".[7] The purpose of this study was to analyze what error students made when writing narrative texts

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[7] Tri Okta Vera, "AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE ON STUDENTS' NARRATIVE WRITING AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 01 KAMPAR TIMUR."

using the simple past tense in 10th grade SMAN 01 East Kampar. This study uses a quantitative descriptive method. The results of the process error analysis show that there are four types of organizational errors made by students, namely omissions, additions, distortions and errors. This research is different from the writer who use case studies in their research methods. Also, the writer examines not only the type of error, but also its causes.

The last previous study was written by HERLINAWATI (2011), with the title "An Error Analysis on the Third Grade Students Narrative Writing at MTsN Pajajaran." This study proposes to find out the most type of common errors made by third-grade students in making simple past tense in narrative writing at MTsN Pajajaran Pamulang. It includes the common errors in using simple past tense and is divided into two parts: regular verb and irregular verb. Based on that purpose, she intends to answer this question "What kinds of errors are made by the third grade in writing narration using simple past? " In doing this study, she used descriptive analysis in the form of qualitative. The finding of the study is that (1) most of the students make errors in an irregular form because almost all the students make errors in this area, and (2) the second level of error is regular form, but it is the lowest that the students make the errors. in this study, different

H.   Organization of Writing

There were five chapters in the systematic review of this study. Numerous subchapters made up each chapter, with the following details:

CHAPTER I contains the background of the problem regarding the reasons for choosing the title Limitation of the Problem. This study focuses on knowing the types and causes of students making errors in using the Simple Pas tense in narrative text. The formulation of the problem is What types of errors did students make in using the simple past tense in writing narrative texts in grade nine at MTss Al-Fathaniyah, and What are the causes of errors in using the simple past tense in writing narrative texts? Furthermore, the objective of the study is to analyze the types of errors made by students in using the simple past tense in writing narrative texts in grade nine at MTss Al-Fathaniyah and to find out the causes of errors in the use of simple past tense in writing narrative text.

CHAPTER II, consists of theoretical descriptions. It consists of Error Analysis, the definition of error and mistake, the importance of error, types of error, cause of the error, the definition of writing, narrative text, and simple past tense.

CHAPTER III, consists of the research methodology. It tells about the place and time of research, the type of research used by the writer, and the research methodology.

CHAPTER IV, data analysis is presented. This consists of identifying the type of error using Dulay's theory, namely the surface taxonomy strategy and transcription of the interview results, which are then identified using John Norrish's theory to determine the cause of the error.

CHAPTER V, contains conclusions that contain the conclusions of research results and suggestions.