

CHAPTER I

INTRODUCTION

A. Background of The Study

The world always changes from time to time. English has become more famous among people from children to adult, although English is just as a foreign language. People feel if they want to follow the changes, one of the ways is by mastering English.

English as a foreign language in Indonesia has influenced many aspects people life. They try to know and learn it by the variety purposes. Geoffrey Broughton, *et al.*, stated that:

The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers.¹

To improve Indonesians' abilities in English, the government has encouraged teaching the English from beginning. English has been taught from elementary to university. As has been said in the book titled "*English Curriculum*" that "Language acquisition is a developmental process. It begins from birth and continues throughout the primary school and beyond. The child comes to school with considerable verbal facility."² In every modern Islamic boarding school, English is used for students' daily speaking because one of the modern Islamic boarding school rules is speaking English and Arabic

¹ Geoffrey Broughton, *et al.*, *Teaching English as A Foreign Language*, (London and New York: Routledge, 1980), 2nd ed, p. 7.

² Curaclam Bunscoile, *English Language (English Curriculum)*, (Ireland: Stationery Office, 1999), p. 2.

language in their daily life. Al-Mubarak Islamic Boarding School is a school that applies the rule to their students.

Al-Mubarak Islamic Boarding School is located at Jln. KH. Abdul Latief No. 07 Sumur Pecung Serang-Banten. The students of this boarding school are obligated to speak only English and Arabic languages every time. Speaking Indonesian or local language is considered as a violation of school rule. Al-Mubarak emphasizes the students to be able speaking those two languages, while in writing skill, they only learn it in their formal school, so that they are unable enough to write English or Arabic well.

English language teaching includes four skills such as listening, speaking, reading and writing, but writing is the one skill that has a more difficult level of other skills. It is because the sentence structure should be considered. English writing is a subject that learns about how to express our ideas in written form. Writing is different from speaking. In speaking, a speaker can say anything without considering the structure. The importance is what he/she says can be comprehended by a listener. Whereas in writing, a writer should know the structure rules of every sentence he/she writes. For instance, students of Elementary School, Junior High School and Senior High School should learn how to write words, phrases, clauses and sentences, and when they make a sentence, they should concern with: subject, verb and tenses.

For some Indonesians students, learning tenses in English is difficult because there is no tense in Indonesia. For example, in English, to make a sentence with simple past tense, the students have to add **ed** for verb 2 (regular verb) or they should know the irregular

verbs, while in Indonesian there is no rule of changing verb (regular and irregular verb) for past time.

Although the students have been taught tenses more and more, the students still cannot apply tense rules. Because when the students make a sentence, they are influenced by the mother tongue. In writing, the students should apply the rules of tense appropriate to the text types, whether it is a narrative text, or an argumentative text, or others. This is the problem or the shortage of students as well as the third grade students of Al-Mubarak Islamic Boarding School, especially when they are asked to make an essay or a story like a narrative text. As already stated in the English curriculum in strand unit of writing skill of creating and fostering the impulse to write that “The child should enable to write stories that explore a variety of genres.”³ As the author notes that the students of Al-Mubarak Islamic Boarding School have a lot of errors in writing a narrative text. Here are the examples of wrong sentences which are often made by students in using past tenses in writing narrative text.

The first is the example of simple past tense “I and my friends go to Jakarta city yesterday”. This sentence is wrong. If the time is past, the verb should be past verb or it is known as verb 2. It is *went*.⁴ The right sentence is *I and my friends went to Jakarta city yesterday*. From this example, the writer concluded that the students are unable enough to distinguish well among base form verbs, past verbs and past participle verbs, while making narrative text must use past tenses

³ Ibid., 37.

⁴ Inspire The Love of Learning, *3rd Grammar and Vocabulary Skills*, (on OverDrive Company, 2014), p. 30.

(simple past tense, past continuous tense, past perfect tense and past perfect continuous tense).

The next example is past continuous tense “Irna fell when we walked down to the basemen”. Walking down to the basemen is in progress, so that it should be added to be *were* after *we*, and *ing* in the end of word walk.⁵ The right sentence is *Irna fell when we were walking down to the basemen*. It proved that they also cannot determine when they have to use simple past tense, past continuous or others.

The writer does research the students’ errors of Al-Mubarak Islamic Boarding School in using past tenses in narrative text based on the few explanation above. From the background above, the writer does the research under title “**An Error Analysis of Past Tenses in Writing Narrative Text**” (*A Case Study at Third Grade of Junior High School of Al-Mubarak Islamic Boarding School at Sumur Pecung Serang*).

B. Limitation of The Problem

In this research, the writer focuses on knowing the errors of past tenses which are done by the Al-Mubarak students and analyzing the causes of every error.

C. Statement of The Problems

Based on the previous discussion, the writer formulates the problems as follows:

1. How is the third grade students’ ability of Al-Mubarak in writing narrative text?

⁵ Tony Penston, *A Concise Grammar for English Language Teachers*, (Ireland: TP Publications, 2005), p. 16.

2. What are their errors in using past tenses in writing narrative text?
3. What are the causes of error?

D. The Objectives of The Study

The objectives of the study specifically are:

1. To know the third grade students' ability of Al-Mubarak in writing narrative text.
2. To know the students' errors in using past tenses in writing narrative text.
3. To know the causes of their errors.

E. The Organization of Writing

In this writing, the writer will divide this paper into three chapters as follows:

Chapter I is introduction: This chapter will elaborate the background of the study, the limitation of the problem, the statement of the problem, the objectives of the study, and the organization of writing.

Chapter II is theoretical framework. This chapter will consist the related theories of the writing become the references for investigating the research problem. The related theories are definition of writing, process of writing, definition of narrative text, dominant features of narrative text, past tenses, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, definition of error analysis, mistake and error, the steps of error analysis, assessment's definition, and assessment criteria of narrative text.

Chapter III is methodology of the research. This chapter will contain of the method of the research, the place and time of the research, sample, technique of data collecting, the instruments, and the technique of data analysis.

Chapter IV is the result of the study. This chapter provides the result of the study. It explains about the description of data, the analyzing of data, the interpretation of error type.

Chapter V is closing. This chapter contains about conclusion and suggestions.