CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language is very important tool of communication used to communicate. It is used between two or more people in carrying out their daily activities and has main role to make people understand. Language is not only for acommunication but also for culturer transfer. There are many language in the world, one of them is English.

English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the society.

Teaching writing is an activity where the focus is on something such as language practice in expressing our feelings. The purpose of teaching writing is to develop student's skill in writing English effectively. Teachers ask the students to write dialouge as good possible the teachers goes to help the students in writing. In teaching writing teacher should introduce the material to the students, One material that learn in Senior High School is genre. Students are expected to be able to write simple text of descriptive, recount, and narrative text. Narrative text is one of the text that should be learned by students.

Narrative is one of the commonly read, though least understood of all the genres. Narrative also has a powerful medium for changing social opinions and attitudes. Generic structure of narrative is orientation, complication, resolution, and re-orientation. In teaching learning process, the students must be able to: find ideas, convey message, write originally in their own, express ideas coherently, organize ideas, and use right vocabulary, grammar, punctuation and spelling.

During the teaching practice program (PPL) in SMA Mulia Pratama Medan, the writer found that the students' skill in writing was still in problem. Then, the writer interviewed the students. Results of the interview was almost all of them said that it was so bored in writing session. The students alwayscomplained if the teacher asked them to write something. They did not know how build sentences that are grammatically correct, had not ideas to express, and lack of vocabulary.

Table 1.1

Students' difficulties in writing narrative text on observation on Twelve Grade of SMA Mulia Pratama Medan

No	Name	Error Analysis	Sentence
1.	NG	- Vocabulary : **Setiap berburu** asked permission froms his father to marry dayang sumbing. - Grammar: He went home and **tells** her mother about the dog.	- Vocabulary : **Every time** he wanted to hunt asked permission from his father to marry dayang sumbi. - Grammar: He went home and **told** her mother about the dog.

2.	SP	- Vocabulary : His mother to delivered **persediaan** to his father. - Grammar : He carried it home to **cook**. When he **got** home.	- Vocabulary : His mother to delivered **supplies** to his father. - Grammar : He carried it home to **cooked**. When he **went** home.
3.	HS	- Vocabulary : There was also a little boy who became a **teman dekat** to the apple tree. - Grammar : The boy **go** happily to his home after plucking apples.	- Vocabulary : There was also a little boy who became a **close friend**to the apple tree. . - Grammar : The boy **went**happily to his home after plucking apples.
4	SG	- Vocabulary : The fox jumped but **sayang nya** he missed the hanging grapes. - Grammar : Finally, giving up, the fox **turn** up his nose.	- Vocabulary : The fox jumped but **unfortunately**he missed the hangging grapes. - Grammar : Finally, giving up, the fox **turned** up his nose.
5.	TS	- Vocabulary : He lived in the **pantai laut** with his mother. - Grammar : **One** upon a	- Vocabulary : He lived in the **seashore** with his mother. - Grammar : **Once**upon a

		time, **live** a diligent boy named malin kundang.	time, **lived** a diligent boy named malin kundang.
6.	RS	- Vocabulary : Sometimes later the lion was caught in a **jaring**laid by some hunters. - Grammar : you **laugh**at me when i promissed to repay your kindness.	- Vocabulary : Sometimes later the lion was caught in a **nets**laid bysome hunters. - Grammar : you **laughed**at me when i promissed to repay your kindness
7.	WP	- Vocabulary : A few years later Sangkuriang back to his village and **jatuh cinta** with his mother.	- Vocabulary : A few years later Sangkuriang back to his village and **fallin love** with his mother
8.	FF	- Vocabulary : **Suatuketika** after they went back to home joko and suti angry . - Grammar : She was **cooking** for them lunch.	- Vocabulary : **Once upon a time**after they went back home joko and suti angry. - Grammar : She was **cooked** fot them lunch.
9.	KR	- Vocabulary : They knew that anything dangerous can happen any time **di dalam hutan**	- Vocabulary : They knew that anything dangerous can happden any time **in the forest**

10.	OT	- Vocabulary : Once upon a time, a lion and a bear caught and killed a goat. They had a **bertengkar** over it.	- Vocabulary : Once upon a time, a lion and a bear caught and killed a goat. They had a **fight** over it.

Based on the data above, the writer found that many students made mistake in writing narrative text.

1.2 The Problem of Study

Based on the background of the study, the study problem is formulated as the following :

" What kinds of errors are found in writing narrative text of 11th grade students at SMA Mulia Pratama Medan? "

1.3 Objective of Study

The objective of the study is to find out the errors in writing narrative text of 11th students at SMA Mulia Pratama Medan

1.4 The Scope of Study

Writing is a medium of communication that represent language through the inscription of signs and symbolys. In most language, writing is a complement to speech or spoken language. Writing is at the centre of teaching and learning in higher education, fulfilling a range of purposes according to the various contexts

in which it occurs. Writing is the important skill to be mastered by students. They use it to communicate each other, as means of ideas and emotional expression. Writing is useful tool for human being, it is used for written communication and transcribing ideas of mind.

Writing according to Harmer (2004:33) is frequently useful as preparation for some other activity and writing is learnt, not taught. Writing is useful tool for human being, it's used for written communication and transcribing ideas of mind. Writing is the important skill to be mastered by students. Writing can use for communication, as means of ideas and emotional expression.

Dulay et al (1982:150) This type of error highlights the ways surface structures which are altered or changed. In this type of error, the learners may omit necessary items or disorder them. Therefore, this taxonomy categorizes errors into four types, they are addition, omission, misformation and misordering. misordering. Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors

Narrtive Text according to Hyland (2004:6) the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Text has structure. It is orderely arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary texts are text which be constructed to appeal the emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics of song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion.

Narratives have a beginning, middle, and an end. Actually, narrative can be found any time in our activities. When you are eat, talk by phone, study at school, go to cinema or when we read a story book for instance, you are looking at a narrative. It is because all of those generally have a beginning, middle, and the ending.

1.5 The Significances of Study

The study is exprected to give advantages in academic field, both for theoretical and practical viewpoint. Perceived from the theortical aspect, the outcomes of the study are supposed to expand the literature reference about the analysis on students' narrative text. Besides, the teacher implementation of this study can ease them in writing narrative text.

As the practical benefit, the result of the study hopefully helps teachers develop their teaching-learning process; since the study itself is aimed to observe the errors and difficulties that students have, teachers might have cluess to set appropriate learning strategies for their student

CHAPTER II
THEORITICAL FOUNDATION

2.1 Writing

Writing is a medium of communication that represent language through the inscription of signs and symbolys. In most language, writing is a complement to speech or spoken language. Writing is at the centre of teaching and learning in higher education, fulfilling a range of purposes according to the various contexts in which it occurs. Writing is the important skill to be mastered by students. They use it to communicate each other, as means of ideas and emotional expression.

2.1.1 Definition of Writing

Writing is useful tool for human being, it is used for written communication and transcribing ideas of mind.The following definition of writing was explained by According to Harmer (2004:33) writing is frequently useful as preparation for some other activity and writing is learnt, not taught. Writing is useful tool for human being, it's used for written communication and transcribing ideas of mind. Writing is the important skill to be mastered by students.

Writing can use for communication, as means of ideas and emotional expression.Writing is one of the abilities that must be mastered by student's. So, students' can pour all the ideas they have in their minds. And then pour the contents of the author's heart into written form, so that the intent of the author's heart can be known to many people through writing written.

Writing according to Nunan (2003:271) that writing was a subservient skill, whose function was to support the development of oral language.writing is

acombination of processes and products. The process is when collecting ideas so as to create writing that can be read by the readers which is a product of the activities carried out by the author.

According to the writer, writing is a form of self expression. We can express all our expressions through writing. However, expressing through writing is not as easy as expressing it directly. There must be a "basic idea" that is conveyed so that the writing is pleasant to read.Writing is very interesting or fun for those who are already proficient in writing activities.

Writing according to Siahaan (2008:215) that writing is a psychological activity of the language users, which is the ability to share the information in the written text. It means that the writers record all their thoughts and ideas on a written text so that they can share their thoughts and ideas to other readers or people who read the written text.

According to the writer, writing is a fun thing because we can pour all the inspiration. Like poetry, short stories, and others. We can write whenever and wherever, although many consider writing difficult but actually writing is not difficult. Learning to write can be started from a diary, pour out your heart like writing status on social media and also poetry or letters.

Based on the definition of writing according to experts above, the writer can conclude that **writing** is not language. Language is a complex system residing in our brain which allows us to produce and interpret utterances. Writing involves making an utterance visible. Our cultural tradition does not make this distinction

clearly. Readers should constantly check that they are not confusing language and writing.

2.1.2 The Importance of Writing

The reason for teaching writing to the studens of English as a foreign language include reinforcement, language development, learning style, and the most impotantly writing as skill in it's own right. (Harmer, 2007:79). According to Harmer (2004:31-33) there are some importance of writing. Those are :

1. Writing encouragess students to focus on accurate language use because they think as they write, it may provoke well development as they problems which writing outs in their mind.

2. Writing is often usesed as a mean of reinford as a mean of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

3. Writing is frequently usefull as preparation for some other activity.

4. Writing can be used as an intergral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

5. Writing is also used in questionare-type of activities. Writing is important to face questionare test. In the examination, students are asked their answer in the form of written.

2.1.3 Aspect of Writing

There are many definitions of aspect of writing from experts. According to Melly (2006:1), there are five kinds of writing. The first is expository writing. It is kind of writing in which the purpose of writing is to explain or inform. The

second is descriptive writing. Descriptive writing is writing that serves to show, describe something. The third is persuasive writing. It is kind of writing for arguing or aginst an issue. The fourth is creative writing. Creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more. And the last is narrative writing. It is kind of writing that tells story and, in doing so, entertains or informs the reader.

According to the writer, aspect of writing must have ideas, then how do we develop these ideas into good content. If I have difficulty developing ideas, I have already described techniques that can be used in developing ideas. And then, the vocabulary that we are more familiar with is the vocabulary taken from the English word. Getting to know many words in Indonesian makes our writing more colorful with words.

In order to write well, there are several aspects which should be considered by students. First, from Harris (1979:68), he proposes five aspect of writing, namely grammar, form, vocabulary, mechanic, and style. The following aspects can be explained as follows :

1) Grammar

   Grammar is employment of grammatical form and syntatic pattern. It means that sentence is another aspect that should be considered.

2) Form (organization)

   Forms means the organization of thye content. We should clarify our idea and make it clear. So, the reader can deduce some organization well.

Organization means there is a communication between the reader and the writer.

3) Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

4) Mechanic

Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences.

5) Style

Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.

Second, According Heaton (1997:138) states that writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also the conceptual and judgement element. The following analysis attempt to group the many and varied skill neccesary for writing good pprocess into four main ideas :

1) Grammatical Skill

   Grammatical skill is the ability to write correct sentences

2) Stylistic Skill

   Stylistic skill is the ability to manipulate sentences and use language effectively

3) Mechanical Skill

   It is the ability to correct those conventions pecular to the written language e.g. punctuation spelling.

4) Judgement Skill

   It is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

The last, According to Jacob et al (1981:90) there are five aspects of writing. There are :

(1) Content.

Content refers to subtance of writing, the experience of main idea (unity), i.e., groups of related statements that a writer presents unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

(2) Organizations

It refers to the logical organization of the content (coherence). It is scarcely more than attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its

material and working to bring the particulars of his subject in line with is still only a half-formed notion of purpose.

(3) Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want toexpress the ideas as clearly and directly as he can. As a general

(4) Language Use

It refers to the use of the correct grammatical and syntatic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and senteces to bring out logical relationships in paragraph writing.

(5) Mechanic

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structureand some others related to one another.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. I prefer to Jacob et al's opinion that aspect of writing are content, organization, vocabulary, language us, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

2.1.4 Students' Difficulties in Writing

Like all learning problems, difficulties in writing can be devastating to a student's education. Heaton (1975:138) stated that writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for student's struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated.

According to the writer, writing skills are indeed sometimes difficult to teach. And in writing not only focus on language usage. If a student fails to develop the basic skill, he wiil not be able to write with the speed and fluency needed not mastering the topic to be written is also a barrier for someone to write. Therefore, write what you have mastered. Even if you don't master and have to write it down, try to find out about what you want to write.

The basic point that makes writting difficult is the use of language aspect or ability in written likes puctuation, spelling, grammatical, vocabulary and so on. If you write without sufficient provisions and do not master the topic that you are writing about, then your writing will only be on the surface. The result is writing that is not interesting to read and less useful for the reader..

2.2 Text and Genre

John M. Swales (1990:58) states that

"Genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes".

An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of text also uses genre as the way to present the information logically.

2.2.1 Narrative Text

There are many definition of narrative text from the expert. According Hyland (2004:6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Text has structure. It is orderely arrangement of words, clauses, and sentences by following the principles which guides the correct ofelement.

According to the writer, the text is and object that can be explained independently of a certain content. The textis formed from a word, clause, and sentence. In the text there is a structure that is the use of words, clauses, and regular sentences that follow the element of communication in a text.A text is any stretch of language that can be understood in context.

There are two main categories of text namely literary and factual. Literary texts are text which be constructed to appeal the emotion and imagination. For

example: stories, movies, scripts, folktales, novels, and lyrics of song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion. So, text is not only a combination of words or sentences. It has rule. It also has a characteristic according to its purpose (Sitinjak, 2014:14).

Narrative text sometimes describes events from the writer's life. Nuning Pumamawati (2011:5) states that narrative text is an account of a sequence of events, usually in chronological order. Narrative is a text which retells the story or previous the experiences. It begins with the opening, next is followed by the events, and the last is ended by resolution where the problems in the story is solved.

According to the writer, narrative text is a series of events that ussually in the story have cronology. Narrative text is a story that can be retold by previous stories or experience withe opening sequence, the event, and the last resolution where in this case a problem can be solved. So the purpose of writing narrative text is to entertain the readers by telling an interesting story to listen to.

Hudak (2008:4) say,

"Narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience"

Crystal (2008:481) states that a narrative text is a story that is conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal

(2009:9), narrative text is a text that not consist solely of narration, in the specific sense. It means that narrative text consists of story whether in written or spoken form and has a chain of events. The events have interconnection each other. In addition, Schmidt and Richard (2002:349) states that narrative text are:

1. The written or oral account of a real or fictional story.

2. The genre structure underlying stories.

Based on the explanation above, it can be concluded that narratives have beginning, the events, and ending. Narrative is about how we can compose the story, starting with who the actor, what happens or occurs, where the event happens, how the event happens, and how the story is ended by the narrator. Narrative text also is about oral or written account. It can be real or fictional story. Fictional means that the story that is build from the person's imaginations or it can be said as a fantasy story.

The structure of narrative text begins with orientation. Orientation means introduction in which the characters, setting and time of the story are established. The next stage is complication. In this stage, the conflicts arise and the main character attempts to solve the problem. The third stage is resolution, where the complication of the story is sorted out or problem is solved. The resolution is containing the solution of the complication. The complication usually may be resolved for better or worse. It can be happily or unhappily. The last stage is coda. It is a stage where the writers found a moral or message to be learned from the story. (Anderson, 2003:8)

Furthermore, according to Gerot and Wignell (1994: 204) state that narrative has a series of actions. They are :

1. Orientation : sets the scene and introduces the participants.

2. Evaluation : a stepping back to evaluate the plight.

3. Complication : a crisis arises.

 4. Resolution : the crisis is resolved, for better or for worse.

5. Re-orientation : optional

`   Based on the explanation above, it can be concluded that narrative text has a series of stages. Generally, the generic structure of narrative consists of three stages. The first is orientation. The second is complication and the last stage is resolution. So, to make a complete story of narrative text, those stages must be integrated as a whole

2.3 Error Analysis

2.3.1 Definition of Error Analysis

Every teacher is aware that students might make some errors in learning process. Committing errors is human, since it is human characteristic. As errors are part of learning process, it might be assumed tha t we do not learn without producing some errors. Therefore, it is important for the teacher to help the students in finding their errors and correcting these by using error analysis.

The following definitions of error analysis will be explained by Ellis (1987:296) states "error analysis is a work procedure used by researcher and

language teacher, which involves collecting the sample, identifying the errors in the sample, describing the errors, classifying the errors according to cause of the errors and also evaluating the errors."

Brown (2000:217) states that learning language is like the other learning. It can not be separated from making errors because they actually have significance for both teacher and students. Researchers and teachers of second language needs to analyze carefully what mistakes made by students in the process of constructing new language system.

Errors that are made by students in learning language should be analyzed by the language teacher. Brown (2000:218) states that while errors indeed reveal a system at work, the classroom language teacher will be preoccupied in noticing errors that the correct utterances in the second language go unnoticed. Brown also states that reducing the errors happened in language learning can increase language proficiency, as the main goal of learning second language. Thus, error analysis can be defined the process of identifying the errors made by students in learning language to improve the student's ability or proficiency of second language learners.

2.3.2 The Benefit of Analyzing Error

Error is something usual happened in learning process. Someone can not perfectly learn without creating the error. Moreover, someone often said that many students can learn from the error made by them. Analysing the error will have many benefits that can be taken, such as make students aware what should they do after their error in writing has been known. How to overcome them, how

to make better their writing. The analyzing error can also have benefit for the improvement of teaching. Teacher who have analyzed the error made by students will conduct introspection for him/her self, so they will make teaching better than before. Lomax and Ferguson (2001: 187) state that there are some importance of errors in language teaching, they are :

1) As indicators of level difficulty of particular exercise or activity. For example, the occurance of a larger number of errors than expected may indicate that a particular exercise is too difficult for learners

2) As indicators of learning success or failure. Fewer errors of specific kind may signal to the teacher that learning has taken place

3) As a diagnostic device. By paying attention to the types of errors made and classifying them, teachers develope an image of learner's interlanguage. This in turn, may enable teachers to sort individual learners into groups of roughly similiar proficiency, and to decide what to teach next;

4) As a means of assessment. Part of teacher's evaluation of a learner's language proficiency is based on their errors.

In order to use errors in these ways, teacher must first notice and then analyze them; this is no easy matter. However, before analysis can be undertaken, errors must be detected, a far for simple process that can be broken down into a number of mental operation as below :

1. While monitoring learner utterances, the teacher decides if an utterance is well-formed

2. Almost simultaneously, the teacher decides wether the meaning of the utterance can be made sense of

3. The teacher then tries to make a well-formed reconstruction of the learner's utterance interpretation of the learner's intention, making a mental note of the difference between the ill and well-formed version in order to categorize the error.

Richard (1974:25) states in his book that there are many significants of learning errors. Firstly, for the teacher, if the teachers undertakes systematic error analysis, the teacher will be able to know how far the goal progressed by the learners and consequently what remains for the learner to learn.

Secondly, they provide evidence for the researcher of how language is learned or acquired, what strategies or procedures the learner is employing in this discovery of the language. Thirdly, they are indespensible for the learner himself, because making errors is as the device how the learners learn. There is two major purposes in studying learner's error, those are : (1) it provides data from which inferences about the nature of the language learning process can be made; (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error type detract most from a learner's ability to communicate effectively, Dulay et.al (1982:138).

2.3.3 Kinds of Grammatical Error

The change is the perceived role of the first language began with the observation that the number of errors in the second language performance that

could be attributed to first language influence was far smaller than had been imagined previously.

In the area of grammar, including syntax and morphology, the incidence of errors that are traceable to characteristics in the first language is relatively low around 4% to 12% for children, and from 8% to 23% for adults. Of these interlingua errors, most tend to be limited to word order and aren't made in the morphology of the language.

Adults studies were conducted in both host and foreign language environment. It seems likely that a foreign environment should be more conductive to second language influence than a host environment because of the lack of sufficient natural exposure; however, the available data do not permit such a generalization to be made.

Teacher might be interested to know that the available research on error correction suggest that neither correction techniques nor heavy drilling does much to affect the quality of students speech. Thus, whatever attention is given the small number of interlingua errors that do appear to occur, it isn't likely that the correction or drilling procedures suggested by contrastive analysis tenets are likely to lead to much change in the students' verbal performance.

2.3.4 Clasification of Error

It is very difficult to classify the errors made by students in writing descriptive text precisely. There are many ways that can be used to classify the error. The role of categorization is very important for analysis. The error analysis will be easier if the error is classified.

Errors made by students in learning language can be classified into some types. Dulay (1982:146) classifies the errors into four categories as explained below :

1. Communicative Effect

Based in this taxonomies, the errors are classified into global and local errors. Global errors are that effects an overal organization of the sentence and impede significantly a successful communication in the sense that errors cause the listener or reader to misunderstand the message or to consider the sentence incomprehensible. For example, if a listener of English says,:"English language use many people", clearly the learner has committed a global error, because the reader or listener can not comprehend completely what he intends to say. Conversly, local errors are errors that affect a single segment in a sentence and they do not usually hinder communication significantly.

2. Linguistic Category

Linguistic categories classify the error in respect to the language component or the particular linguistic constituent the error aspect. Language components include phonology, syntax and morphology, semantic and lexycal and discourse.

3. Surface Taxonomy

This type of error highlights the ways surface structures which are altered or changed. In this type of error, the learners may omit necessary items or disorder them. Therefore, this taxonomy categorizes errors into four types, they are

addition, omission, misformation and misordering. Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors, Dulay et al (1982:150).

Analyzing errors from a surface strategy perspective is concerned with identifying cognitive processes that are reflected on the learners' reconstruction of the new language. The errors produced are not the results of laziness but of the learners' use of their first language system or principles to produce a new language. Dulay et al (1982:150) classifies the students error based on surface strategy taxonomy into four types. They are as follow :

1). Error of addition

Addition is any usage of unncessary in the sentence. Addition is indicated by the presence if an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens whe the learners overuse certain grammartical rules of the target language.

For example: **"He does not to come."** It should be, **"He does not come."**

2). Error of Omission

Omission is any deletion of certain necesarry item in sentences. Omission is indicated by the absence of certain item that must appear in sentence. This usually happens in the early stages of second language acquisition.

For example: **"My mother smart cooking."** It should be, **"My mother is smart in cooking."**

3). Error of Misordering

Misordering is any incorrect placement of certain morphemes in sentences.

For example: **"She fights all the time her brother."** It should be **"She fights her brother all the time."**

4). Error of Misformation

Misformation is any wrong form certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain.

For example: **"Me don't like."** It should be, **"I don't like."**

2. 4 Conceptual Framework

Student interest in learning narrative texts that are influenced by lessons and how the teacher teaches them in class. So, if the teacher wants to know the students 'abilities in writing narrative texts, the teacher must understand the students' abilities and create a supportive learning atmosphere in the classroom. In teaching writing, the teacher must motivate students to actively write. If students are interested, they will be motivated to write. High motivation to practice writing will increase their understanding in writing.

The problem that arises SMA Mulia Pratama Medan is that students often make mistakes in the placement of words, etc. Smart students tend to understand narrative text but other students tend not to understand narrative text. That happened because some students might not understand the writing of narrative text. so the student made an error in his writing.

Then to overcome this problem, the writer asked students to write a narrative text. This is one of the most common teaching methods to focus students on focusing more on their own writing about their experiences. By learning to write like that students feel more confident to share their experiences in writing.

2.5 Previous Study

Some writers have conducted the research about Error Analysis. They are (1) Sunardi Hasyim (Universitas Kristen Petra, 2002), (2) Rochmat Budi Santosa (STAIN Surakarta, 2011), and (3) Ratnah (Makassar Tourism Academy: 2013).

1. Hasyim‟s work

The first research has been conducted by Sunardi Hasyim (Universitas Kristen Petra, 2002). He conducted a research entitled *"Error Analysis in the Teaching of English"* in which discusses (1) the importance of error analysis in the teaching of English as a foreign language; (2) for the teacher, it aims to evaluate whether they succeed in teaching English.

The method which is used by the writer is descriptive method. The data source is taken from the sentences of the abstracts of the post graduate student‟s theses, Hasanuddin University. The data is the English sentences that consist of grammatical errors. The data collecting technique is by underlying error in the abstracts of the post graduate student‟s theses, Hasanuddin University. After that, he categorized the kinds of grammatical error and analyzed them in descriptive explanation.

In the end of the research, the writer concludes that (1) error analysis is required in developing or increasing the techniques in teaching English; (2) the teacher can evaluate himself, thus he can concentrate on the materials in which most learners made error.

2. Santosa‟s Work

The fourth research has been conducted by Rochmat Budi Santosa (STAIN Surakarta, 2011) entitled *"Error Analysis on the Use of "Be" in the Students"Composition."* This study aims to (1) identify, (2) analyze and (3) describe the structure of the use of some errors in the writing of English sentences on the Student Semester 3 of English Department STAIN Surakarta.

The data source of this research is the document. It is taken from writing assignment undertaken by the students of semester 3 STAIN Surakarta. The writing‟s form consists of some genre of text, namely narrative, descriptive, expositive, and argumentative form. The data is errors in the student‟s writing of the genre text, mainly in the form of be, whether linking verb or auxiliary verb.

These methods are used to connect the linguistic elements in sentences, especially some of the elements either as linking verb or as auxiliary verb in English sentences in the text and language problem with things that are beyond language. The results of the study are:

(1) the researcher finds out the accuracy and errors in the use of „be‟ in English sentences;

(2) the analysis of error regards the use of „be" it can be concluded that there are five types of errors made by students;

(3) the types of the errors can be described as follows: the absence (omission) of *be*, error about the addition of *be*, the error on the application of *be* , errors in placements of *be*, and a complex error in the use of *be*. These errors occur due to inter lingual transfer, intra lingual transfer and learning context.

3. Ratnah"s Work

The last previous study entitled *"Error Analysis on Tenses Usage Made by Indonesian Students"* has been done by Ratnah (Makassar Tourism Academy: 2013). The goal of her research is to find out (1) types, (2) sources, and (3) causes of errors on tenses usage in translating Indonesian into English made by second language learner. The form of sentences which has been translated by the first semester students of Tour and Travel Management of AKPAR Makassar, academic year 2010/2011 is the data source of the research. Meanwhile, all of errors in the tenses of the sentences which have been translated by the students are the data of the research.

She used descriptive method in which intended to give a descriptive account of the types of errors, sources of errors and the causes of errors in using English tenses. In collecting data, the writer asked the students to translate the Indonesian sentences to English using the correct tenses. In analyzing the collected data, the writer applied the technique of error analysis though test by using the following steps: (1) *Error Identification (identified and classified*); (2) *Error (deviating sentences, whether they are proved contain errors).*

In the result of the research, the researcher found that: (1) types of error, that are made by the first semester students are error of omission, error of selection, error of addition. (2) The sources of error, which are made by the students, are intra lingual error and inter language errors. (3) The causes of error are interference, overgeneralization, ignorance of rule restriction, and false concept hypothesis.

4. The Position of the Current Study

The writer differentiates the research from the previous study above. In the current research, the writer focussed on the comparative learner"s error made by the first and the third semester students of English Department UMS 2014/2015 Academic Year. She reduced the research on the type of error, the similarities of error, and the differences of error.

The similarity between this research with the other researches is the object of the research that is error. All of the researches try to analyze learner"s errors in second language learning. The differences between this research with the other researchers are the subject of the research, data sources and the scope of the research. In the first research, the data were taken from the abstracts of the postgraduate students" theses, Hasanuddin University.

The second research is gotten from writing assignment undertaken by the Student Semester 3 STAIN Surakarta. The scope of the research is student"s writing composition in use *"Be"* form. The last previous 9 one, the writer selected the first semester students of Tour and Travel Management of AKPAR Makassar, academic year 2010-2011.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

There are two types of research named qualitative research and quatitative research. According to Wallace (1998:38) "qualitative research is used to describe data which not receivable being counted and measured in an objective way, therefore subjective". In conducting this study, the writer uses a descriptive qualitative research. Best and Khan (2003:22) says that "qualitative descriptive research uss systematic procedures to discover and non-quatifable relationships between existing variables".

In accordance with proposed research question, this research is designed to be a case study. The method of this study is descriptive qualitative research. The results of the study is to find out kinds of error by grade XI students in writing narrative text.

3.2 The Subject of the Research

This research was observe in eleventh grade of SMA Mulia Pratama Medan which is located at Jl. Jahe Raya No 1 Perumnas Simalingkar Medan. The students were taken as the subject is about 12 students from the total number of subject. Which is consisting of 7 male students and 5 female students.

3.3 Object of the Research

The object of this study is error made by XI grade students in writing narrative text. According to Dulay (1982:150) , he state is that there are four categories of error, namely : error of addition,

error of omission, error of missordering and the last error of misformation. Here the writer was analyze the students error based on Dulay theory.

3.4 Technique of Collecting the Data

In a qualitative study, the data was collected in form of words or pictures rather than number (Fraenkl and Wallen, 2006; Creswell, 2007). In this study,In collecting data the researcher will take the following steps :

1. Asking the students to write narrative text, the students were be given 40 minutes to write narrative text with a free topic in a piece of paper.
2. After students finish write their narrative text, the text was collected by the researcher.
3. Classify the data based on kinds of error

3.5 Technique of Analyzing the Data

Types of data that writer was used in this study is clause, which was taken from the narrative text written by the students of SMA Mulia Pratama Medan. As mention before in the previous chapter, the generic structure of narrative text was orientation, complication, resolution, and reorientation.After the data was collected and selected, then the data was analyze. In addressing the analysis of gaethring the data some steps of analyzing data where needed.

1. First the data was collected. Then the writer was devided the text in to clause. After that the clause was analyze according to it's error.
2. After that the writer found the students error made by the students in writing narrative text. The frequency of the error was calculated and published as the researcher report.

3. Finally, the writer was describe and explains the finding of this study. So they promise each other the they would always be together. (" the ", *error of addition*). Like the example above the writer was analyze each clause that is written by the students in writing narrative text. But here the researcher only use Dulay theory.

3.6 Trianguliation

In qualiatative research, there some techniques that can be used to increase the research data validity, there are triangulation. Triangulation is a technique to check the validity of data There are four triangulation techniques, 1) source triangulation, 2) Investigator triangulation, 3) Methodological triangulation, and 4) theoritical triangulation.

1. Sources Triangulation Sources triangulation uses different sources of data to get the same data. This emphasizes in the source of data, not in data collecting method or other.

2. Methodological Triangulation This triangulation can be done by researcher collecting the same data but using different technique or method of collecting data. The emphasize is one the use of different data collecting method and more over to test the data validity.

3. Investigator triangulation Investigator triangulation means that the validity of the research in some parts or all can be tasted by some other researchers. From some writers" point of view and interpretation to the all information gotten and collected in the

note, and it is hoped there was the same interpretation that can increase the research validity.

4. Theoretical triangulation This triangulation is held by writer that uses perspective more than just one theory to discuss the research problem.

In this research the writer was used sources triangulation technique. So the witer can use various data sources to get valid data results. Here the writer uses sources triangulation through school principals and teachers in the field of study to determine the ability of students in the school.