CHAPTER I

INTRODUCTION

This chapter presents the nature of the study. It covers research background, formulation of the research questions, significances of the research, clarifications of the related terms, and the organization of the paper.

1.1 Research Background

Writing is an "absolute necessity" (Alwasilah, 2001:15). Therefore, Alwasilah (2001) explains that writing represents many valuable aspects such as culture and civilization; and through writing phenomenon which culture is passed from one generation to another. Confirming to the English curriculum declared by the government, writing is a fundamental skill that students should master in learning English (Depdiknas, 2006).

Unfortunately, writing is generally recognized as a difficult task for almost of ESL and EFL students (Thonus, 1993:15; Rosa, 2007; Richard and Renadya, 2002, as cited in Lopa, 2012: 164). In addition, Levine (1993) explains this phenomenon might occur because both ESL and EFL students, who consider writing is difficult, do not know what and how to write, feel lack of vocabulary, fear of criticism, and want to avoid emotional confusion when they are facing a topic and a blank paper.

To facilitate students in mastering writing, narrative text is recommended in the curriculum as a text genre that students of secondary school should become skilled at (see 2006 Indonesia Curriculum: Senior High School). Thus, narrative writing is chosen as a pedagogical genre in freshmen composition course since it acts as a fundamental genre (Cheng, 2008:5). According to Derewianka (2004:40) as well as Knapp and Watkins (2005:221), Narrative continues to be such genre that students 'pick up' and write 'naturally'; since narrative texts serve to tell story, at the same time, entertain and inform the readers by presenting the writer experience. This genre is characterized as a powerful, emotional and communicative text which shows the students' ability to use the language in retelling what a person or a group has experienced (Joyce and Feez, 2000).

During the learning process, the presence of students' errors is inevitable. Learners do make errors, and teacher can observe these errors to reveal something within the learners (Brown, 2001). This study mainly investigates the students' error in writing narrative text, viewed from its structure, linguistic features, and grammatical aspects. This study is also explores students' ability in writing narrative by analyzing the transitivity system, or also known as ideational metafunction. Transitivity system explains the participants involved, processes embraced, and surrounding circumstances in an event or experience to answer the question of *when, where, how,* and *why* did the event happen (Gerot and Wignell, 1994).

Referring to those elaborations, this research focuses on revealing students' errors and difficulties in writing narrative, along with investigating kinds of processes and circumstances that they use on their writing. This research also attempts to help teachers assess more accurately on what treatments would be necessary for ESL/EFL students in learning writing, as to help their students avoid making error.

1.2 Formulation of the Research Questions

In conducting the research, the writer will be guided by finding the answers of these questions:

1. What errors are made and difficulties are faced by eleventh grader students in writing narrative texts?

2. In terms of ideational metafunction, what kind of processes and circumstances are used by students on their writing?

3. From the obtained data, what can be proposed to help students' in improving their writing skill?

1.3 Aims of the Research

To summarize the research background, this study is concerned to accomplish the following purposes:

1. To investigate errors are made and difficulties are faced by eleventh grader students in writing narrative texts.

2. To discover the kinds of processes and circumstances on students' narrative.

3. To help students of English as a Foreign Language (EFL) in improving their English writing proficiency.

1.4 Scope of the Research

This study focuses on analyzing students' errors and difficulties in writing narrative text. The aspects that are concerned cover the schematic structure and linguistic features of narrative text, the grammatical aspect, as well as the ideational metafunction in term of processes and circumstances. Some principal frameworks by Richard (1974), Levine (1993) Halliday (1985, 1994), Eggins (2004), Knapp and Watkins (2005), Rose (2007), and Emilia (2005, 2010) are employed to find out and discuss the answers of the research questions.

1.5 Significant of the Research

The study is expected to give advantages in academic field, both for theoretical and practical viewpoint. Perceived from the theoretical aspect, the outcomes of the study are supposed to expand the literature reference about the analysis on students' 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 clues to set appropriate learning strategies for their students.

1.6   Clarification of the Related Terms

This section presents the technical terms that occur in the study in order to avoid the ambiguity, misunderstanding, and misinterpretation toward the concept presented. Those are:

1. **Narrative texts**: Narratives tell stories about a person or a group overcoming problems, show how people react to experiences, and explore social and cultural values, in purpose to entertain the audience (Knapp and Watkins, 2005). In this study, students' narrative text refers to narrative texts written by second graders of a public senior high school in Purwakarta.

2. **Error analysis:** Error analysis is the fact that learners do make errors and these errors can be observed, analyzed, and classified to reveal something within the learners (Brown, 2001).

3. **Transitivity:** Sometimes called as ideational metafunction, refers to a structure for describing the whole clause, rather than just the verb and its object (Emilia, 2005.

1.7   Organization of the Paper

This research paper is organized into five chapters. Chapter I introduces the research that covers background of the study, research questions, aims of the study, significance of the study, scope of the study, clarification of the related terms, and organization of paper.

Chapter II discusses the guideline of the research. It covers theoretical frameworks from linguists and previous researches which are dealing with students' error analysis.

Chapter III explains the research methodology settled by the writer in conducting the research. Steps of analyzing data are also explained within this chapter.

Chapter IV elaborates the findings from the data and the discussion to answer the proposed research questions.

Chapter V concludes the result of data analysis of the study and gives a brief suggestion regarding to improve students' comprehension especially in writing narrative text.

1.8   Conclusion Remarks

This chapter has introduced the study in general. The upbringing topic and problems that become the research background have been stated. The purposes and significances of the study in academic field have also been proposed along with the research scope and some clarification of related terms. The next chapter will mainly discuss about theories, concepts, and previous researches that are endorsed by the study.