CHAPTER I
INTRODUCTION

A. Background of the Research

English was born decades ago through a well-known phenomenon Internationalization as globalization. More and more people are learning to speak the language, and more and more people are relying on it to find a job or be successful (Agustin, 2015). Similarly, Handayani (2016) notes that the use of foreign languages, especially English, has evolved from a luxury to a necessity in various sectors of production. In the process of globalization, English is gaining importance all over the world. Until recently, it was considered the global language of business. In fact, it is the language of the modern world.

Teaching English to elementary school students is one of the Reasonable decisions made by elementary school students. Research opinion states that the age of 8 years is the readiness of children to acquire new languages to reach 80% (Rakaiza Imani Nasuha, 2020). There are periods called Golden Ages, and there are critical periods. Children can learn everything easily. Research adults who learn a new language are not interactive, so early years is the ideal age to learn English (Kong, 2021). Their brains are silent during this time It's flexible and you can learn anything, including language. Next, Children's attitudes towards other languages and cultures are open, and these attitudes help children learn languages. Children can learn anything at any stage if the subject matter is presented in an understandable way.

In learning English, there are basic language skills that must be learned by English learners. The basic language skills are divided into four skills, namely: Listening, Speaking, Reading, Writing. As stated by Morrow in Demirbaş (2013:108), receptive and productive skills are the combination of four skills – listening, reading, speaking, and writing skills. The learner should be able to master her four skills: Listening, speaking, reading, and writing, including English building blocks such as grammar, vocabulary and pronunciation. Of the four skills, writing is the most difficult as it requires many variables to be mastered simultaneously. They control content, form, sentence structure, vocabulary, punctuation, spelling, and more. Alam (2016) points out: It applies to all language users, whether it is a first language, a second language or a foreign language.

In teaching English, writing is one thing that's absolutely crucial. Writing skill is an important role in the educational field. This skill is a vital language skill for English learners. Learning to write is different from activities that naturally learn to speak (Haerazi & Irawan, 2019). Writing skills can be difficult to teach because they are complex and require familiarity not only with grammar and rhetorical tools, but also with concepts and judgmental elements. This means that the ability to write requires special skills and processes of organizing linguistic material, using the learner's own words and ideas, and creating good structures. As an academic standard, the ability to write well must be maintained in contrast to the abilities to read, comprehend, and engage in conversation. Writing is a crucial area that must be studied and improved. There are several aspects contained in writing skills such as grammar, spelling, punctuation, capitalization,

and vocabulary. Writing skills also require accurate and precise grammar, spelling, punctuation, capitalization, and vocabulary (Sakkir, 2016).

As far as learning is concerned, Indonesian students still struggle with learning English. As Warouw (2014) noted, this is due to the attitudes of their different cultural backgrounds, which affect their use of English, including the generation of errors and fallacies. Errors and fallacies are two different things. According to Ellis (2003:17) Errors are errors that result from the student's limited or insufficient knowledge to know the correct answer. Mistakes are mistakes made by students due to their inability to convey their knowledge adequately and correctly.

According to Richards & Schmidt (2002), linguistics is flawed use of such phrases, speech acts, or grammatical elements Incomplete learning seems incomplete and meaningful. But Error analysis is a tool for recording errors that occur in a language. Learners determine if these errors are systemic and explain them their cause (if possible).

So when a student learns grammar, the term tense is regarded as one of the most difficult materials. It is proved by some researchers who studied about tenses. As mentioned in some studies on And other studies on "an analysis on students' difficulties in learning simple past tense" by Evi Setiawati (2010). There are many errors and mistakes in learning English tenses but making errors and mistakes is normal and unavoidable. This problem is as John Norrish (1983) notes "it's natural for the students as human being to make error, even many native

speakers produce many mistakes in speaking and If they don't hear a recording of themselves, they won't know how to talk."

B. Identification of the Problem

There are several problems that motivate researcher to conduct research:

1. lack of language abilities

2. Students are often confused about how to use tense when writing a sentence.

3. The students still had difficulties in mastering grammar.

C. Problem Limitation

In this study, the writer limits the study in analyzing errors that are made by students in the narrative writing product focused on simple past tense. This study is focused on the students of second semester English education study program students in STKIP PGRI PACITAN.

D. Problem Statements

1. What kind of error the students make in writing narrative text?

2. What are the student's obstacles to writing narrative text?

E. Research Objectives

1. To find out the kind of error the students make in writing narrative text.

2. To find out the student's obstacles to writing narrative text.

F. Research Benefits

1. Theoretically

The result of this research is expected to be helpful when conducting similar research on tense errors in English teaching.

2. Practically

   a. For Researcher

The results of this research can be a source of reference for other researchers who have a focus on researchers in the same field.

b. For Students

Students can find out the tenses errors made by them and can fix them easily.

c. For Reader

The readers can increase knowledge and be able to apply it in their lives when encountering problems such as in this study.