



Students' Grammatical Error in Writing Narrative Text

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Abstract Students made errors in writing narrative text. Two reasons why students made errors because less in grammar mastery and confuses to differentiate of the verb. This writing is to find out the grammatical errors. The method of research is descriptive quantitative. Process of data are analyzed by reading students' writing firstly, identification, classification, tabulating, describing, and taking conclusion about the errors. After analyzing the data, it found that students made errors in omission, addition, misformation, and misordering categories. The highest frequency of item error was in using verb tense with total of 61 errors. Meanwhile, the lowest frequency of item errors were in using adverb and adjective with total of 6 errors. Total of the errors was 204.

Keywords: Conjunction; Article; To be; Verb Tense; Pronoun.

Abstrak Mahasiswa membuat kesalahan dalam menulis teks naratif. Dua alasan mengapa mahasiswa membuat kesalahan tersebut karena lemah dalam penguasaan *grammar*, dan bingung dalam membedakan kata kerja. Tulisan ini bertujuan untuk menemukan *grammatical errors*. Data diperoleh dari hasil tes tulisan mahasiswa dan dianalisis dengan cara membaca tulisan mahasiswa terlebih dahulu, mengidentifikasi, mengklasifikasi, mengolah, mendeskripsikan, dan mengambil kesimpulan tentang *errors* tersebut. Dari hasil analisis data, ditemukan bahwa mahasiswa membuat kesalahan dalam kategori *omission*, *addition*, *misformation*, dan, *misordering*. Frekuensi *error* tertinggi ialah pada penggunaan *verb tense* dengan total 61 *error*. Sedangkan frekuensi *error* terendah ialah pada penggunaan *adverb* dan *adjective* dengan total 6 *error*. Total semua *error* ialah 204.

Kata Kunci: Conjunction; Article; To be; Verb Tense; Pronoun

INTRODUCTION

A Hsu (2013) states that grammatical error is a systematical deviation occurs when a learner has not fully comprehended grammar (Budiarta, D., & Widiasmara, 2018). Grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good (Dewanti, 2007). Meanwhile, according to Ellis stated that grammar is traditionally concerned with the principles which determined the formation and interpretation of words, phrases and sentences. Grammar is a comprehensive area of rules and relationships among those rules (Murdliyana, 2019). Grammar is very important rule that must be applied. Learners learn a set of rules and apply it effectively to use language. Students sometimes make errors on the use of grammar when they produce an English writing. The students cannot avoid the grammatical errors in writing. Sometimes, the students do not pay attention and do not know how to correct the errors (Dewanti, 2007). Porte explains that errors tend to occur again and again until someone masters in learning the language well (Suzanne, 2017).

Grammatical errors is kind of important to be considered by the learners because it does not match with the grammatical system of a language. The English learners have to be able to understand what the grammatical rules of English and how to apply them well, especially in writing. The grammatical errors found in students' text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing. According to Brown stated that two main sources of errors in the learning of a new language are interlingual and intralingual errors (Gayo & Widodo, 2018).

Error is mistake that students have done in learning language. Generally, the error analysis is an effort to discover the students' errors in the process of teaching-learning, which students also still experience in the new language learning process. Error analysis becomes an interesting issue in studies of second language acquisition. In language teaching and learning, error analysis can be used as a technique identify, classify, and finally find the students" difficulties in learning English. It suits with Hariri which states that EA is a systematic procedure in gathering, identifying, describing, then explaining and also evaluating errors from the data then finally analyzing it (Hikmah, 2020).

There are many aspects that should be considered in writing; organization of writing, grammar, punctuation, capitalization, and diction (Donal, 2015). Harmer states that writing is a form of communication to deliver thought or to express feeling thought written form (Syahputri & Masita, 2018) and as a crucial component of language performance which can help students to develop mindset (Riana Suryanti Tambunan, Silalahi, Andayani, & Khairani Lubis, 2019).

Writing is a skill for the students to express their ideas in written form that involves the mastery of all elements in the target language (Andriani & Saniti, 2017). Bridges et al. defined writing as the phase in where a basic draft of a composition produced by the particular writer (Imaniar, 2018). Writing is the most difficult skill in learning English since it requires steps to accomplish (Hikmah, 2020). Why is writing important for students especially for University students? It because students need to process writing capability, especially relating to the written assignments given by the lecturers. If students asked to write in English, should have competency in using written English. That is why, writing is important subject to learn (Sarwono & Purwanto, 2013).

Basically, narrative text is a text that has learned by students in the junior high school. Students at the college also learned it. In the time period long enough, absolutely students have been understood well. So students will not make error in writing this text. But actually, when writing class is being held, students are confused how to write the text based on generic structure well. So, students still made errors in writing the text.

Narrative is one of kind of text that must be understood by students in writing. According to Pardiyono, "Narrative is a story talk the past activities or events (Lubis, 2014) are developed chronologically (Luthfiyati & Latief, 2015) which order to problematic and to give lesson to readers." Knapp and Watkins add that formally, narrative sequences people/characters in time and space. In its most basic form, in text types such as recounting and retelling, the genre does little more than simply sequence (Reki Anggara, Wennyta, 2018).

Narrative texts could be categorised into the fictional narrative or imaginary, the non-fictional narrative, or combination of both (Fakeye & Fakeye, 2016). The function of narrative text is to amuse or entertain the reader or listener. In this text, there are some generic structures; they are: orientation,

complication, resolution and coda. Narrative text deals with problematic events which led to a crisis or turning point of some kind, which in turn finds a resolution (Siahaan, 2008)

There are some kinds of narrative text; they are: legend (example: The Legend of Malin Kundang, etc), Fable (example: The Hare and The Tortoise), Fairy Tales (example: Cinderella, etc), and Science Fiction (example: The Moon and The Earth, etc). The language features of narrative text, namely: using of noun, noun phrase, connectives, adverb phrase, thinking verb (Suparmin & Rahmadi Danang, 2012), using of material verb and verbal process (Sudarwati & Grace, 2007).

METHOD

This research used descriptive quantitative approach, with test in which the data were taken from students' writing result test. This research was done via online by using google classroom. Students asked to write a narrative text about legend. The participants of this study were students at 6th semester of English Department period 2019-2020 from TBI-1 Tarbiyah and Teacher Training Faculty. There are 37 students in this classroom, but only 35 students who answered the test. This study started from 29th June up to 15th August 2020. There are many steps in applying the error analysis to analyze the data that adapted from Brown (Donal, 2015), namely: read students' writing firstly, identification, classification, tabulating, describing, and taking conclusion about the errors.

RESULT AND DISCUSSION

Based on instrument of the test, students asked to write a narrative text about legend. There are 35 students who answered the test. After finishing the test, students sent the test in file form to google classroom. The detail description of result the test described below:

1. Students made error in surface strategy taxonomy category.
2. Kinds of error made by students were in omission (63 errors), addition (62 errors), misformation (56 errors), and misordering (23 errors) categories.

3. The dominant error made by students was in omission category with the percentage 30.9 % (see on table 1 below).

Table 1
Percentage of Dominant Errors Made by Students

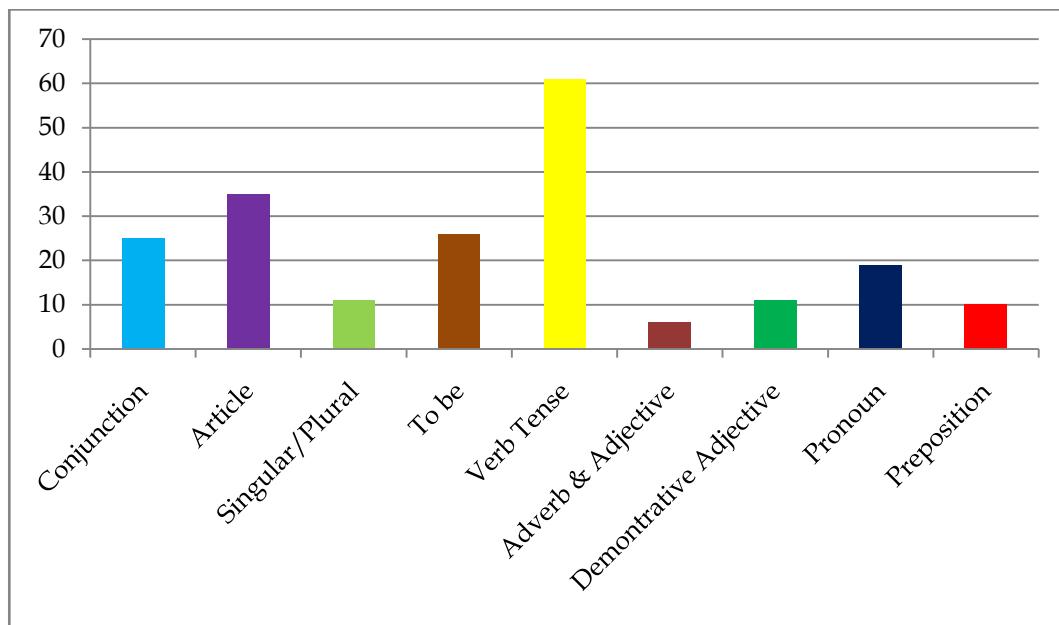
No	Surface Strategy Taxonomy	Percentage
1	Omission	30.9 %
2	Addition	30.4 %
3	Misformation	27.4 %
4	Misordering	11.3 %
	Total	100 %

Based on grammatical error, there are some item errors made by students; they are: conjunction, article, singular/plural, to be, verb tense, adverb & adjective, demonstrative adjective, pronoun and preposition (see on table 2 below)

Table 2
Classification of Students' Grammatical Error

No	Item Errors	Frequency of Error
1	Conjunction	25
2	Article	35
3	Singular/Plural	11
4	To be	26
5	Verb Tense	61
6	Adverb & Adjective	6
7	Demonstrative Adjective	11
8	Pronoun	19
9	Preposition	10
	Total	204

Based on figure 1 below, there are 9 grammatical items found on students' error in writing narrative text. But there are five item errors often appears on students' grammatical; they are: verb tense (61 errors), article (35 errors), to be (26 errors), conjunction (25 errors), and pronoun (19 errors)



The highest frequency of item errors made by students in writing narrative text was in using verb tense with total of 61 errors. Meanwhile, the lowest frequency of item errors was in using adverb and adjective with total of 6 errors. Total of the errors was 204.

In this writing, writer wants to explain five item error often appears in students' writing result test; they are: conjunction, article, to be, verb tense and pronoun.

1. Conjunction

There are some students made error in using conjunction. For example:

Original Writing	Reconstruction
Carried a basket, wore dirty clothes	Carried a basket <u>and</u> wore dirty clothes
Toba was very angry and at Samosir	Toba was very angry <u>to</u> Samosir
A rice field near their house	A rice field near <u>to</u> their house
Promised his mother	Promised <u>to</u> his mother

<u>And they lived in Simangalan</u>	They lived in Simangalan
<u>And then Sumartono worked</u>	Then Sumartono worked

2. Article

There are some students made errors in using article. For example:

Original Writing	Reconstruction
For <u>a</u> swim in the lake	For swim in the lake
While entering <u>village</u>	While entering <u>the</u> village
Take this old woman out of here	Take this <u>an</u> old woman out of here
He could build <u>a</u> thousand temples before down	He could build thousand temples before down
<u>A</u> hundred tricks to get away	hundred tricks to get away

3. To be

There are some students made errors in using to be. For example:

Original Writing	Reconstruction
His name is Tumang	His name <u>was</u> Tumang
A large bear getting closer toward them	A large bear <u>was</u> getting closer toward them
Gave the name Sangkuriang	Gave his name <u>was</u> Sangkuriang
There is a stone	There <u>was</u> a stone
His dog name is Tumang	His dog name <u>was</u> Tumang
Roro Jongrang statue is inside Candi Prambanan	Roro Jongrang statue <u>was</u> inside Candi Prambanan
Toba Lake is called Samosir Island	Toba Lake <u>was</u> called Samosir Island
You greedy	You <u>were</u> greedy

4. Verb Tense

There are some students made errors in using verb tense. For example:

Original Writing	Reconstruction
The Prince say he wanted to marry the princess	The Prince <u>said</u> he wanted to marry the princess
Most of inhabitants have farms and fields	Most of inhabitants <u>had</u> farms and fields
People later call it	People later <u>called</u> it
His wife cry	His wife <u>cried</u>
Suddenly to hear the sound	Suddenly <u>heard</u> the sound

Original Writing	Reconstruction
And it turns out	And it <u>turned</u> out
He get a delicious prey	He <u>got</u> a delicious prey
The bears do not want to touch	The bears <u>did</u> not want to touch
Sangkuriang make a big boat	Sangkuriang <u>made</u> a big boat
The man must promised he would not say to another people	The man must <u>promise</u> he would not say to another people
Why I know at least	Why I <u>knew</u> at least
I know only one trick to get away	I <u>knew</u> only one trick to get away
Well out of reach of any dog	Well out of reached of any dogs
He lay down	He <u>laid</u> down
They go to the forest	They <u>went</u> to the forest
A single prey passess	A single prey <u>passed</u>

5. Pronoun

There are some students made errors in using pronoun. For example:

Original Writing	Reconstruction
A mother which was called As proof as his love for him	A mother <u>who</u> was called As proof as his love for <u>her</u>
The did some gardening	<u>He</u> did some gardenings
She ate his father's lunch	<u>He</u> ate his father's lunch
A Puppeteer whose name is Geppetto	A Puppeteer <u>who</u> name was Geppetto
To bring lunch to father	To bring lunch to <u>his</u> father
A child which was called Sangkuriang	A child <u>who</u> was called Sangkuriang
He could wet his feet	<u>She</u> could wet <u>her</u> feet
The frog looked at him	The frog looked at <u>her</u>
He liked to hunt for crickets	<u>She</u> liked to hunt for crickets
Whose beauty was very famous in the land	<u>Who</u> was very beauty and famous in the land

Note:

- in the first column (original writing), the bold and underlined sign, it means the grammatical error.

- in the second column (reconstruction), the bold and underlined sign, it means the reconstruction or correct sentences.

Students' made grammatical errors in writing narrative text. There are 204 number of error. The highest errors which include into dominant errors was in omission category which has 63 or 30.9%. The lowest was in misordering category which the number of error was 23 or 11.3%.

The reason why students made errors in writing narrative text due to less in grammar mastery and confused how to differentiate of the verb. It known while interviewing the students. Because writer used test and interview as instrument of this research. So the lessons that must be mastered by students firstly are about vocabularies and grammar. Without knowing vocabularies in English and do not understand about grammar, the students will feel difficult to write sentences or a text.

What have been found in this research was little different to the findings before. The research who conducted by Reki Anggara, et.al (2017/2018) found the result percentages of two types of the errors made by the fourth semester students at English education program Batanghari University. The researcher found that first, the biggest total percentage of the errors in language feature made by the students writing narrative text was past tense. Second, the middle total percentage of the errors made by the students was adjective. Third, the smallest total percentage made by the students was adverb. The biggest total percentage of the errors in generic structure made by the students writing narrative text was spelling. Second, the middle total percentage of the errors made by the students was punctuation. Third, the smallest total percentage made by the students was orientation.

The first biggest error was in past tense with the number of error was 84 or 4.35%. The second was in adjective with the number of error was 87 or 4.20 %. The third was in adverb with the number of error was 98 or 3.73%. The last was in conjunction with the number of error was 97 or 3.77% (Munawwaroh, 2018).

While the research who conducted by Eko Mulyono found the errors do occur in the production of narrative text committed by students in grade XI of SMKN 4 Surakarta. There are three types of errors namely lexical, syntactical, and discourse error. The types of errors have twenty four categories of errors.

The most dominant error is in syntactical error i.e. using simple present tense refers to simple past with the percentage 22.37% (Mulyono, 2015).

Meanwhile, the research who conducted by Novita Sahara found the result of common errors which found on the student's writing into some categories. The biggest number found in capital letters category which has number 38 or 32, 20 % error. It can be conclude that the students of MTsN Sijenjang faced some problems in the process of writing a text (Novita Sahara, 2017).

CONCLUSION

From surface strategy taxonomy, the kinds of error made by students were in omission (63 errors), addition (62 errors), misformation (56 errors), and misordering (23 errors) categories. The dominant error made by students was in omission category with the percentage 30.9%. There are 9 grammatical items found on students' error in writing narrative text. But there are five item errors often appears on students' grammatical; they are: verb tense (61 errors), article (35 errors), to be (26 errors), conjunction (25 errors), and pronoun (19 errors).

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