AN ANALYSIS OF STUDENTS' ERRORS IN WRITING NARRATIVE TEXT: A CASE STUDY AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH MATARAM ACADEMIC YEAR 2018/2019

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By:

TOMI HARYADI ANDISA PUTRA
E1D 112 127

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Jl. Majapahit No. 162, Telp: (0370) 623873, Mataram

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By:

<u>TOMI HARYADI ANDISA PUTRA</u>
E1D 112 127

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First Advisor I

<u>Drs. Udin, M.Pd</u>
NIP.19641231199303 1 016

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Tomi Haryadi Andisa Putra, Udin, Ni Wayan Mira Susanti
Emaail : Tomiharyadi08@gmaail.com

ABSTRACT

English has become a more popular subject in our country. In term of construct the narrative text, the use of correct grammar is need to master by the students. In the eleventh grade of SMA Muhammadiyah Mataram, in which this research was conducted, the analysis of error in writing narrative text used the writing test and questionnaire.This research is purpsosed to find the types of the grammatical errors made by the Eleventh grade students of SMA Muhammadiyah Mataram in writing narrative text. This research is descriptive research. In collecting the data, students were given the writing test of narrative text and questionairre in collecting the data. The data of students writing test shows the types of errors that students make in writing narrative text. The types of errors made by the students were 22 % errors of omission, 30% errors of addition, 37 % errors of disinformation, and 11 % errors of disordering. The data from questionnaire support the writing test data which describe the cause of student's errors in using past tense to construct the narrative text. From the questionnaire data, 57% shows that Student's knowledge about constructing narrative text were limited, so that they made errors in writing the narrative text.

Key word: Narrative Text, Grammar, Error Analysis.

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Tomi Haryadi Andisa Putra, Udin, Ni Wayan Mira Susanti

Emaail : Tomiharyadi08@gmaail.com

ABSTRAK

Bahasa inggris kini menjadi mata pelajaran yang terkenal di Negara ini. Dalam hal penulisan, terutama pada text narrative, penggunaan tata bahasa yang tepat sangat perlu di kuasai oleh siswa. Pada tingkat kelas dua SMA Muhammadiyah Mataram, dimana penelitian ini di laksanakan, penelitian mengenai analisis kesalahan siswa dalam penulisan teks narrative menggunakan tes tulis dan kuisioner. Tujuan dari penelitian ini adalah untuk menemukan tipe kesalahan yang di buat oleh siswa kelad dua SMA Muhammadiyah Mataram dalam menyusun tulisan teks narativ. Dalam ppengumpulan data, siswa diberikan tugas dalam bentuk tes menulis teks naratif dan kuisioner sebagai pendukung data. Data dari hasil tes tulis yang diberikan kepada siswa menunjukkan tipe kesalahan yang dibuat oleh siswa dalam menulis teks naratif. Tipe kesalahan yang dibuat oleh siswa menunjukkan 22 % kesalahan dalam penghilangan kata, 30 % dalam penambahan kata, 37% dalam penulisan keterangan yang salah dan 11 % kesalahan dalam peletakan kata dalam kalimat. Selanjutnya, data dari kuisioner menamahkan penyebab dari kesalahan yang dibuat oleh siswa dalam menulis teks naratif. Data tersebut menunjukkan bahwa 57 % siswa memiliki pengetahuan yang kurang dalam menulis teks naratif, sehingga mereka membuat kesalahan dalam menyusun teks naratif.

Kata kunci : Teks Naratif,, Tata Bahasa, Analisis Kesalahan.

I. INTRODUCTION

Tenses are very important to be used in narrative text. The experience may be in the past (past narration), or it may be a typical experience (what people usually do), or it may be going on now (present narration). Researcher is interested in choosing schools as the location of analysis and research of the student's errors, so the researcher conducted the study at SMA Muhammadiyah Mataram. In addition, the main reason tochoose this school as the location of the research is that because the students' errors in using simple past tense in the narrative text are quite important to be researched.

Based on some descriptions above related with my experience of teaching practice at SMA Muhammadiyah Mataram, the researcher found that most of students are still difficult to construct narrative text. Therefore the researcher decides to analyze and find out the student's errors in writing narrative text, the researcher intends to conduct a research entitled "An Analysis of Students' Errors in writing Narrative Text: A Case Study at The Eleventh Grade students of SMA Muhammadiyah Mataram in Academic Year 2017/2018. This research is purpsosed to find the types of the grammatical errors which made by the Eleventh grade students of SMA Muhammadiyah Mataram in writing narrative text.

II. LITERATURE RIVEW

a. The Error Analysis

Errors cannot be trivially identified and analyzed; therefore, it is important to comprehend more about the analysis of error. Error found in students writing in different types and kinds. 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. Consequently, it will be easy to find them make some errors. The error is determined by the analysis and clarification process, it is aimed to find out the best way to be applied in correcting the students' errors themselves.

Error that student made were caused by students' knowledge about the language. Based on Dulay and krashen theories (1982), error analysis spare

became four types. They are omission, addition, misinformation and disordering.

b. Simple Past Tense.

Simple past tense is tense that is normally used in writing narrative text. Thus, in writing narrative text, students need to comprehend how to apply simple past tense accurately and correctly, until the result will fulfill the early of the target in learning narrative text. According to Azar (1999: 456), stated that it is commonly used to express an activity or situation, which begins and finishes in particular time in the past. In addition, the use of past tense most generally refers to past time thorough some past point of situation, which is the narrative and description that is typed fictional.

The difficulties writing to apply past tenses in forming the simple past correctly, learners are hard to make a good sentence that tells about past activity, in which past tense must be used. The main cause is the students are still unable to choose appropriate regular and irregular verbs to be used in their sentences.

c. Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehend a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

The generic structures of narrative text can be classified into five classifications; Orientation, Evaluation, Complication, Resolution and Reorientation. All of the generic structure classifications should be arranged correctly, to give the author easiness to comprehend about the reading text.

III. RESEARCH APPROACH

a. Research approach

In this study, the researcher used the descriptive qualitative method. The researcher chooses this method because this method is relevant to the field

that the research focused on. According to Moleong (2003:3), a qualitative research deals with a kind of research, this research does not use statistic procedures in analyzing the data.

b. Population and Sample

The population of this research is the eleventh grade students of SMA Muhammadiyah Mataram which are divided into 2 classes that came from **science class containing 9** students and **social class containing 19 students**, so that the total pupulation are 28 students. In this study, the researcher aims to use the **Total Sampling** technique, it is hoped that it is relevant to this research. According to Arikunto (2006: 136), said that if the population is less than one hundred it is better to took all the subjects of the researcher. However, if the population is more than 100 it is better to take 10%- 15% or 20%-25%. Researcher applied the total sampling technique because the sample is less than 100, so that all the students are taken as the sample.

Based on the statement above. In this research, researcher take all of the population, so the study takes 28 students as the sample to analyze the students' errors in using simple present tense in narrative text.

c. Research Instrument

According to Arikunto (2010: 266), to measure the capabilities of the object of the research, the researcher can use Test. Therefore, to collect the data effectively the researcher uses the test and questionnaire as the instrument. It is hoped to help the researcher in providing the accurate data. To collect the data of this research,researcher gave a test to the elevent grade students of SMA Muhammadiyah Mataram. The questionnaire is distributed to gather information which relates to students' response in writing narrative text. Thus researcher use close ended and open-ended question to get the students' response.

d. Method of data collection

   The method of data collection is hoped to assist researcher were collecting the data easily. First, researcher gave a test to all students, in which they asked to make narrative text, by the topic which decided by the researcher. Next step is, researcher identified the errors of the tenses which made by the students. Third, the researcher described and classified the errors of the tenses based on types of errors from Heidi Dulay, those are Addition, Omission, Misformation, and Misordering. The next, those errors are counted to find the numbers of error that students constuct. Then , the researcher interpreted and described the data and conclude the result of the research. As the supported data, questionnaire result were used to explain more about student's error in past tenses. The used of questionnaire aimed that questionnaire data shows that students reason of errors.

e. Data analysis method

   There are some research procedure that researcher used in analyzed this research. First, researcher analyze the students writing test result and focused on the error of the students. Eleventh, researcher classified the types of error based on the Dulay Theory. Third, researcher wrote the error sentences and give it the corrections. Last, Researcher described the analyzed result by using qualitative descriptive method and using formula to help answer the research. To analyze how many percents of errors made by the students, the researcher uses percentage formula, as follow:

$$\mathbf{P} = \frac{F}{N} x \mathbf{100\%}$$

Where:

P   = Error Percentage

F   = Error Frequency

N   = Total number of errors

IV. FINDINGS and DISCUSSIONS

   The first step of identifying error is analyzing the error of the students' writing test result based on the types of error, such as errors of omission, addition,

misinformation, and disordering. According to Dulay, and Krashen (1982:154-162), they classified the errors into four types: errors of omission, errors of addition, errors of misinformation, and errors of disordering.

a. Types of errors

First, researcher found that 22 % of the student's error is the kind of error of omissions. It is shown in these following table.

Sentences	Error	Correction
Once upon a time the kingdom Lombok, he was a wise king.	Once upon a time <u>the kingdom Lombok, he was a wise king.</u>	Once upon a time, there was a Kingdom in Lombok. The king was a wise king.
There was a kingdom named Kuripan was very wise	There was a kingdom named <u>Kuripan was very wise</u>	There was a kingdom named Kuripan. The king was very wise.
He had a beautiful daughter, named Mandalika she was so beautiful and kind.	He had a beautiful daughter, <u>named Mandalika she was so beautiful and kind.</u>	He had a beautiful daughter, named Mandalika. She was so beautiful and kind.
We all enjoyed the beauty of the beautiful beach, all around us.	We <u>all</u> enjoyed the beauty of the beautiful beach, all around us.	We enjoyed the beautiful beach.
We swimming and play sand while waiting for the sunset.	We <u>swimming and play</u> sand while waiting for the sunset.	We were swimming and playing with the sand while waiting for the sunset.
The king and princes and princess were sad to and felt guilty.	The king <u>and princes and princess</u> were sad to and felt guilty.	The king, the Queen and those princes were sad and felt guilty.

From the table above, researcher analyzed that the error of omission occurred by omitting the part of the sentences, such as verb, punctuation, and to be. Student's error was also done by omitting the punctuation which has a role to separate the sentences.

Eleventh types of error is Addition. It is an error type which should not be required to be used in making a sentence. In this research, researcher found that 30 % of students' error is the addition error. It is shown in the following table.

Sentences	Error	Correction
She could not decide, and she didn't want to make them sad.	She could not decide, and <u>she</u> didn't want to make them sad.	She could not decide, and didn't want to make them sad.
Everybody knew about princess Mandalika's.	Everybody knew about princess <u>Mandalika's.</u>	Everybody knew about princess Mandalika.
All of them did it with perfectly.	All of them did it <u>with</u> perfectly.	All of them did it perfectly.
I chose to spend the time at home just because I wanted to have a lot of time hanging out with family at home.	I chose to spend the time at home <u>just</u> because I wanted to have a lot of time <u>hanging out</u> with family at home.	I chose to spend my time at home, because I wanted to have a lot of time with my family.
My family and I vacationed at senggigi beach.	My family and I <u>vacationed at</u> senggigi beach.	My family and I went on vacation to senggigi beach.
He is a wise king.	He <u>is</u> a wise king.	He was a wise king.
There for the princess began to fight and kill each other	<u>There for</u> the <u>princess</u> began to fight and kill each other	Therefore, the princes began to fight and kill each other
Tomorrow, I go to home my girlfriend.	<u>Tomorrow, I go to</u> home my girlfriend.	I went to my girlfriend's house.

From the table above, researcher found that student's error of Addition is by regulation is the error by wrong placement of verb, such as, the verb was is replaced by is in the past tenses tense.

The third is error of misinformation or selection is the use of the wrong structures in the sentences. In this research, researcher found that 37 % of student's error is the error of Misinformation or structure. It is shown in this following table.

Sentences	Error	Correction
I went home to Sumbawa, feeling happy and beautiful to meet family.	I went home to Sumbawa, <u>feeling happy and beautiful to meet family.</u>	I went home to Sumbawa. I was feeling happy when I met my family.
Princess from all over	<u>Princess</u> from all over	Princes from all over the

the place wanted to marry her.	the place wanted to marry her.	place wanted to marry her.
After sometime, there was no winner.	<u>After sometime</u>, there was no winner.	After a while, there was no winner.
Suddenly, princess Mandalika jumped to the sea. She dissapreased it was choose on the beach.	Suddenly, princess Mandalika jumped to the sea. She <u>dissapreased it was choose on the beach</u>.	Suddenly, princess Mandalika jumped to the sea. She disappeared and gone.
The king had and arrow shooting competition.	The king <u>had</u> and arrow shooting competition.	The king held and arrow shooting competition.
Last month, my family and I planned to go on vacation to the Pandanan Beach	Last month, my family and I <u>planned to go on vacation to the Pandanan Beach</u>	Last month, my family and I went on vacation to the Pandanan Beach.
There we enjoyed the beauty around the beach, while enjoying grilled fish around the beach.	There <u>we enjoyed the beauty around the beach, while enjoying grilled fish around the beach.</u>	There, we were enjoying the beautiful view of the beach and grilled fish.
Yesterday, I went home to my home. It feels good because my village is very beautiful.	Yesterday, <u>I went home to my home. It feels good because my village is very beautiful.</u>	Yesterday, I went to my home at the village. I felt good because my village is very beautiful.
We all enjoyed the beauty of the beautifull beach, all around us.	We <u>all enjoyed the beauty of the beautifull beach, all around us.</u>	We enjoyed the beautiful beach.
The kingdom of Kuripan was very wise.	The <u>kingdom</u> of Kuripan was very wise.	The king of Kuripan kingdom was very wise.

From those table above, researcher found that the Misinformation or Selection error is caused by the wrong of word choice by the students. By selection inappropriate word, students create unstructured sentences.

The last is the error of disordering. In arranging the sentences, students can select the right form, but they make the wrong order of sentences. In this research, researcher found that 11 % of student's error is the error of disordering. It is shown in this following table.

Sentences	Error	Correction
There for the princess began to fight and kill each other	There for the princess began to fight and kill each other	Therefore the princes began to fight and kill each other.

Tomorrow, I go to home my girlfriend.	Tomorrow, I go to home my girlfriend.	I went to my girlfriend's house.
I and all member of the family gathered in the living room to watch TV together.	I and all member of the family gathered in the living room to watch TV together.	All members of my family and I were gathered in the living room to watch TV.

From the table above, researcher found that, there were 10 % of the error is caused by disordering word. Researcher found that the disordering error is caused by the grammar formation from Indonesian language is applied English sentences that students construct.

b. Causes of Error

The result of questionnaire data show the cause of error that made by student in writing narrative text by using past tenses. There are two factor that causes students error in constructing past tenses in narrative text. The first is, student's perception about writing narrative text is difficult to construct. Eleventh is, they unable to differ the used of past tenses, such as simple past tenses, past Continues, Past Perfect and Past Perfect Continues tense.

There are 57 % of student claims that writing narrative text by using past tenses are difficult to construct. It is because their lack of knowledge about writing narrative text and past tenses. In this case, the problem such as students felt confused when they translated between Indonesia to English, students confused about English structural especially using tenses when they wrote Narrative text, so that, they did not pay attention about tenses in their writing.

Moreover, there are 79 % of them in difficulties to differ the differences of past tenses. This factor may be cause the students to feel ashamed to ask question about tenses especially past tense. It makes students made omission error in their writing. So that, they confused about using tenses or English grammatical and it caused them wrote Narrative text paragraph with incorrect choice of past tenses.

From the questionnaire data, researcher analyzed the student's perspective in writing narrative text at eleventh grade student of SMA Muhammadyah Mataram. From the questionnaire data, students were have been taught the narrative text by the teacher. The data of questionnaire shows that 71 % of the students were

understand about the generic structure of narrative text. In the other hand, 57 % of the students were get difficulties in constructing the narrative text, it is because their knowledge about English language were limited.

V. CONCLUSIONS AND SUGGESTIONS

This study described about the problem that relate to types of errors and the factors causing errors which are made by the Eleventh grade students of SMA Muhammadiyah Mataram in writing narrative text.

a. Conclusions

From the data collection, researcher can conclude that:

1. There are four types of errors made by students in writing narrative text, those are errors of omission, errors of addition, errors of misinformation, and errors of disordering. In this step, researcher divided the description by classifying the errors.

2. Based on the data from students writing test, Researcher found that the dominant error is in misinformation or selection error. As many as 37 % of errors caused by misinformation, followed by Addition Error which are 30 %. The third types of error is Omission error with 22 %, and the last is disordering error with 11 %.

3. From the questionnaire data, students have been taught the narrative text by the teacher.

4. The data of questionnaire show that the causes of students errors are difficult to construct the narrative text and difficult to differ the use of the kind of past tenses.

5. There are 57 % of students claims that writing narrative text by using past tenses is difficult to construct. It is because their lack of knowledge about writing narrative text and past tenses. The students felt confused when they translated Indonesian to English.

6. There are 79 % of them are difficult to differ the differences of past tenses. This factor may affect the students to feel ashamed to ask question about

tenses especially past tense. It makes students made omission error in their writing.

b. Suggestions

Based on the result of this study, here are some suggestions:

1. Students should learn more about constructing narrative text, the used of V1 and V2, the change between V1 and V2 and the regular and irregular verb which is the key of constructing narrative text. Moreover, students also need to improve their ability to construct the narrative text by using the appropriate tenses.

2. Students should know their weaknesses, which relate to the causes of students Error in constructing the narrative text. So that, they know what should be changed, be improved, and be prepared, in order to increase their writing ability.

3. For the English teacher, they should improve the quality of their teaching and learning method. The method should be appropriate with the students, and teacher should able to know the students weakness and error. Moreover, teacher should give the student more knowledge about past tenses, grammar and narrative text.

4. Teaching materials should be updated by the teacher. The more interesting materials are, the students will more interested in learning English. The material should be appropriate with the present situation and condition.

5. For the next researcher who interested in conducting the similar research, researcher suggest to take other types of text. Moreover, next researcher may able to develop the research instrument which able to take data more efficient.

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