**STUDENTS’ ERRORS IN WRITING NARRATIVE TEXT AT THE SECOND GRADE STUDENTS IN ENGLISH CLASS AT SMPN 4 LINGSAR**

**A Thesis**



**Submitted as the partial fulfillment of the requirement for *Sarjana degree* of Education in English Department, Faculty of Teacher Training and Education, of Mataram University**

**By**

**HILMAN ROSADY**

**E1D 107 046**

**ENGLISH DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**MATARAM UNIVERSITY**

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**Hilman Rosady**

**E1D107046**

**Dr. H. Sahuddin, M. A Kurniawan Apgrianto, M. Pd**

**Abstrak**

Penelitian ini berjudul “Students’ Errors in Writing Narrative Text at The second Grade Students in English Class at SMPN 4 Lingsar. Pembelajaran ini berfokus pada kesalah yang di buat oleh siswa dalam menulis teks narasi. Subjek penelitian adalah 50 siswa kelas dua dari SMPN 4 Lingsar. Penulis mengunakan metode deskripti kualitatif. Penulis mengunakan test writing dan questionnaire dalam pengumpulan data. Ada 4 jenis kesalahan yang ditemukan; yaitu omission, addition, misformation, dan misordering. jumlah kesalah pada Omission adalah 189 kesalahan atau 26.48%, pada Addition jumlahnya adalah 102 kesalahan atau 13, 64%, pada Misformation berjumlah 291 kesalahan atau 45.61% dan yang terakhir adalah Misordering berjumlah 91 kesalahan atau 14.26%. Penyebab siswa melakukan kesalahan ketika menulis teks naratif adalah disebabkan karna siswa kesulitan dalam mengunakan grammar. Hampir seluruh siswa mengatakan bahwa mereka bingung dalam mengunakan grammar ketika menulis teks naratif, misalnya dalam mengunakan past tense, past verb, to be, conjunction, pluralization, article dan preposition. mereka juga jarang mengembangkan kemampuan menulis karena jarang diberikan oleh guru.

**Abstract**

This thesis is entitled “Students’ Errors in Writing Narrative Text at The second Grade Students in English Class at SMPN 4 Lingsar. This study focused on errors that students make in writing narrative text. The subjects of this research were 50 students of second grade students of SMPN 4 Lingsar. The writer used descriptive qualitative method. To collect the data the writer used writing test and questionnaire. There were four types of error found. Those are omission, addition, misformation and misordering. The number of errors in omission is 189 or 26,48%, in addition the number of error is 102 or 13,64%, in misformation is 291 errors or 45,61% and the last is misordering that found 91 errors or 14,26%. The possible causes of error are causes made by the students’ difficulties in using grammatical rules of writing narrative text. Almost all students said that they are confused in using grammatical rules of narrative text such as past tense, past verb, to be, conjunction, pluralization, article, and preposition. Students seldom developed their writing skill because they seldom got writing exercise from the teacher.

**Key words: Students error, writing narrative text, English class at SMPN 4 Lingsar.**

1. **INTRODUCTION**

**1.1 Background of study**

English is an important language in every country in the world. People use English language since English language becomes one of the sciences and technology. English as an international language is used to communicate by people among different countries. For that reason, the government supports the teaching of English as one of the compulsory subjects in all level of education start from elementary school until university. English language consists of four basic language skills such as listening, speaking, reading and writing. According to Masduqi (2014), listening and reading are categorized as receptive skill while speaking and writing are productive skills. Speaking and writing as productive skills can be seen in student’s product. From four basic skills above, learners have several difficulties especially in writing. Writing is one of the important skills in teaching English, and it should not be underestimated. In this research the writer will focus on writing narrative text as a subject of the investigation because many students make error in writing narrative text.

Definition of narrative text According to Wadirman et.al (2008), narrative text is a text telling about story deal with an actual or vicarious experience in different ways. Writing narrative text is not easy to learn, students must seriously study about it because narrative text is organized according to setting, events leading to a problem and solution. Errors always occur in students writing narrative text. In narrative text, students do not realize that they make errors because of ignorance of grammar. The students sometime face many difficulties in using tenses. The researcher realized that the mistake or errors that students made in using tenses especially in past tenses need to be analyzed carefully.

**1.2 Research Question**

This study was conducted in order to answers these following questions:

1. What kinds of errors do the students make in writing narrative text at second grade students at SMPN 4 Lingsar?
2. What are the possible causes of errors made by the students in writing narrative text?

**1.3 Purpose of study**

In general, this study was aimed at investigating the students’ error in writing narrative text. In particular, this study is intended to:

1. To identify errors made by students when writing narrative text.
2. To know the possible causes of students’ errors in writing narrative text.

**1.4 Scope of study**

This study focused on investigating the student errors in writing narrative text at the second year student of SMPN 4 Lingsar in academic year 2013/2014.

* 1. **Significance of Study**

This study is expected to give theoretical and practical significance.

Theoretically, this study is expected to give information about the students’ ability in writing narrative text and the problems that the students have so they can improve their knowledge in writing skill.

Practically, the writer expects this study would provide further information for English teacher in developing the quality of teaching and learning process. While for the students, it can be used as basis to improve their ability in writing.

**1.6 Purpose of study**

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2. To know the possible causes of students’ errors in writing narrative text.
3. **REVIEW OF RELATED LITERATURE**
   1. **Writing in Foreign Language**

According to Lado (1967), writing a foreign language is the ability to use the language and its graphic representation productively in ordinary writing situations. Writing in a foreign language is also the ability to use the structure, the lexical terms and their conventional representation in ordinary matter of writing. The ability to write a good composition is not possessed by all the speakers of a language. It requires special talent and special training. Writing is also a form of thinking, but it is thinking for particular audience and for a particular occasion. It is a tool like diagrams, maps, or numerical calculation for thinking with and for organizing ideas in sequences and systems that cannot easily be held simultaneously in the mind. It is not simply a range of orthographic symbols, but it actually involves a complex process where we have to use certain grammatical rules in organizing the ideas. When we write, we do not only have to keep our purposes in writing our mind, but we also have to think about the facts, opinions, or ideas that are relevant to our purposes and think about how to organizing them in the compositions. We also have to consider that a good piece of writing has some characteristics such as coherence, cohesion, unity, and completeness. Writing does not occur without any rule and meaning.

People can write everything around them. Writing is an activity of immediate self-expression, in which we put out ideas spontaneously and inspirationally. Furthermore, writing is a process of composition in the sense of making or building which involves constant reconstruction. We need to steer the repeated stages of writing and rewriting which enable first thought to be directed into a sustained ideas or arguments. In other words, a piece of writing comes into existence as the result of a response to a situation that often demands immediate attention.

* 1. **Error and Error Analysis**

Error analysis is a type of linguistic analysis that focuses on the errors learners make while using language. According to Richard (1973), error analysis is an attempt of studying of the errors made by language learners to classify the different types of errors on the basic of the different processes that were assumed to account for them. We often hear people made errors in learning language or target language. Definition of error can be seen through the classification of error. Classification of error is important to explain the errors in error analysis. According to Harmer (1987), errors are part of the student’s Interlingual that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as she or he aims toward full mastery.

* 1. **Type of Error**

In learning English language especially writing skill, an error occurs in different type. According to Dulay, *et.al* (1982) errors can be classified into four types: Error of omission is the absence of an item that must appear in a well formed utterance. Errors of addition are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. For instances, in a sentence where an auxiliary is required the tense form both auxiliary and verb after place the marker on both as in. Misformation errors. It is characterized by the use of wrong form of the morpheme or structure, for example in misformation errors the learners supplies a past tense marker although it is not correct. Misordering .It is characterized by the in correct placement of a morpheme or group of morpheme in an utterance.

* 1. **Cause of Error**

Richards (1973) state the cause of errors can be divided into two categories, they are:

1. Interlingual errors that are error cause by interference of the learner’s mother tongue. A different class of error is represented by sentences such as *did he comed*, *what you are doing, he coming from Israel, make him to do it, he coming from French*.
2. Intralingual errors that are cause of errors resulting from complicated system and structure of the target language itself.

Richards (1973) says that the intralingual errors are divided into 4 terms, they are:

1. Over-generalization

Over-generalization happens when a learner uses a certain structure that is over-generalized in the target language. That is caused the learners’ basic experience of certain structure. Generally, over-generalization is creation of one deviant structure in place of two regular structures, for example “she can sings”. In this case, there is an over form of a structure verb “sing”. It should be “she can sing”. Because “she” usually use verb+s. For example she sings.

1. Ignorance of rule restrictions

Closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. For example “the man who I saw him” violates the limitation on subjects in structures with “*who”*. *I made him to do it* ignores restrictions on the distribution of *make*.

1. Incomplete application of rules

Incomplete application of rules is the occurrence of structures whose deviancy represents the degree of development of rule required to produce acceptable utterance. The learners fail to produce a correct sentence according to the standards rules. For example, Teacher’s Question *Do you read much?* Student’s Response *Yes, I read much.* Instead of “*yes, I do”*

1. False Concept Hypothesized

In this case errors are the result from faulty comprehension of distinctions in the target language. This error occurs due to poor gradation of teaching items. The form *was,* for example, may be interpreted as a marker of the past tense, *one day it was happened* and *is* may be understood to be the corresponding marker of the present tense *he is speaks French*.

* 1. **Narrative Text**

Narrative text is a text which contain about story (fiction/non-fiction/tales/folk tales/fables/myths/epic) and its plot consist climax of the story (complicated) than followed by the resolution Janhar (2012),

Generic structure of narrative text refers to: orientation, complication, resolution, reorientation, and evaluation. While lexico-grammatical feature refer to; grammar, connecting word, and individual participant involve with the main character of the story Narrative text includes of the use of past tense and resolution process and mental process lestari (2010)

* 1. **English Tenses in Narrative text**

In this thesis, the writer will talk about the understanding of the tenses use in narrative text. DeCapua (2008) says that tense is verbs function to express the time of an event and information regarding the duration or completion of an event. If someone want to talk about tense, he or she may not escape from grammar because tense is a part of structure.

Narrative text usually uses past tense to arrange sentences. The past tense is formed with the past form of the verb which maybe either regular by adding *–ed* to infinitive form or irregular which must be learned and memorize in each cases. There are four type of past tense. They are simple past tense, past perfect tense, past progressive tense and past perfect progressive tense.

**III RESEARCH METHOD**

* 1. **Research Design**

In this research, the researcher uses descriptive study. Descriptive study is to describe data and characteristics about the population or phenomenon being study. In this case, the researcher gave the students writing test in the classroom.

* 1. **Population and Sample of study**

The population of this research was the second year students of junior High school at SMPN 4 LINGSAR in Academic year of 2013/2014. They were separated in five classes from VIII A until VIII E. Every class consisted of 35 students so the total number of students was 175 students. Because there were more than one hundred students in the population,the writer took only 10 students were as representation of each class so that the number of students is 50.

* 1. **Data Collection Procedure**

To collect the data, I went thought some steps. First, I gave the text to the students about the story of Malin Kundang in English then asked them to read it for four minutes. Second, I discussed the text with the students and explained to them about to narrative text 20 minutes. Third, researcher collected the text then asked the students to write story about Malin Kundang using their own words.

* 1. **Research Instrument**

In order to obtain the data needed in this research, the researcher used the following method.

* 1. Writing Test

As one of two ways to collect the data used by researcher, researcher gave the students text of Malin Kundang and asked them to read it four minutes. After that, researcher asked the students to write the story of Malin Kundang minimally three paragraphs at least 150 words on their own words.

* 1. Questionnaire

A questionnaire is a research instrument consisting of a sequence of questions and other prompts for the purpose of getting information from students as respondents. The questionnaire is provided ten basic questions to the students to identify causes students’ errors in writing narrative text.

* 1. **Data Analysis.**

In this research, the data were analyzed by using quantitative and qualitative method. ). The quantitative method in this research was used to find out the percentage of students’ errors. While qualitative method was used to describe the students’ grammatical errors. Steps in analyzed the data.

1. Identification students’ errors
2. Classification students’ errors
3. Calculating students’ error

To calculate percentage of the errors made by the subject researcher used the formula proposed by Ellis (1994) as follows:

P = percentage of each errors

N = total of the given error

∑n= total of the whole error

1. Description of errors
2. Analysis the data in the questionnaire
3. Drawing conclusion.

**IV FINDING AND DISCUSSION**

**4.1 Result of Narrative Text Writing analysis**

The main instrument of this research was students writing test in writing narrative text. The theme of writing test is a story about Malin Kundang. In Collecting the data the researcher ask to the second grade students in SMPN 4 Lingsar to rewrite the story about Malin Kundang that was giving by the researcher. The result of students’ errors analysis as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| No | Type of errors | Number of Errors | Percentage |
| 1 | Omission | 169 | 26.48% |
| 2 | Addition | 87 | 13.64% |
| 3 | Misformation | 291 | 45.61% |
| 4 | Misordering | 91 | 14.26% |
|  | Total number of Error | 638 | 100.00% |

Omission = × 100% = × 100% = 26.49%

Addition = × 100% = × 100% = 13.64%

Misformation = × 100% = × 100% = 45.61%

Misordering = × 100% = × 100% = 14.26%

It could conclude that the students’ error in omission is 26. 49%, addition is 13.64%, misformation is 45.61% and the last misordering is 14. 26%.

**4.2 The Result of Data Analysis from Questioner**

Based on the data collection and data analysis, the causes of errors refer to errors in applying the rule of grammar. According to Richards (1973), causes of errors divided into two categories; those are interlingual errors and intralingual error. To find possible causes students’ errors in writing narrative text need instrument to reveal. The questionnaire was used to reveal the possible causes of errors. The result of questionnaire present in table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Questionnaire** | **Students’** | **Respond** |
|  |  | **Yes** | **No** |
| 1. | Apakah anda mengalami kesulitan dalam mengunakan simple past tense? | 30 | 20 |
| 2 | Apakah anda kesulitan dalam mengunakan kata kerja bentuk lampau? | 34 | 16 |
| 3 | Apakah anda kesulitan mengunakan tobe (was, were) dalam menulis text narasi/narrative text? | 25 | 25 |
| 4 | Apakah anda kesulitan dalam mengunakan kata ganti orang/personal pronoun? | 25 | 25 |
| 5 | Apakah anda mengalami kesulitan dalam mengunakan kata ganti kepunyaan/possessive adjective pronoun? | 35 | 15 |
| 6 | Apakah anda mengalami kesulitan dalam mengunakan article? | 32 | 18 |
| 7 | Apakah anda kesulitan dalam mengunakan preposition? | 34 | 16 |
| 8 | Apakah anda kesulitan dalam mengunakan kata hubung/conjunction? | 34 | 16 |
| 9 | Apakah guru anda sering memberikan tugas menulis cerita narasi/narrative text? | 23 | 27 |
| 10 | Apakah anda sering mengasah kemampuan anda dalam menulis text narasi/narrative text? | 9 | 41 |

* 1. Past tense.

The reason students make errors in writing narrative text was because: some of them believe too many rules in past tense make them errors. The students were still confused about verb form, how to apply ‘did’, ‘was’, ’were, and had. There are many kinds of tenses and rules to be learned by the students. It makes the students confused and made errors when they wrote narrative text. Students forgot the rules of past tense.

* 1. Verb form.

The reason students make errors in writing narrative text was because: students were confused in applying past form of verb especially in irregular verb. Students did not memorize all of irregular verb. When they applied past tense they did not know past form of irregular verb. Many students state that they made errors in developing their narrative because they did not memorize all of irregular verb.

* 1. To be.

The reason students have difficulties in using to be is students were still confused about the rule of past tense such as was and were. When they developed their narrative writing the students confuse in using ‘was’, ‘were’ when they were followed by noun, verb, adjective and verb- ing. Some students said they were still confused in using ‘was, ‘were’ in writing narrative text.

* 1. The students were still confused with ‘did’

The students made errors in writing narrative because they were still confuse with ‘did’ as past form of ‘do’. Many students did not know that the auxiliary ‘did’ in past tense are followed by present form. Instead of using present form, some student uses adjective and past form after the auxiliary ‘did’.

* 1. Pronoun.

Students have difficulties in using pronoun it because they still confused in using pronoun when they begin to write sentences especially in possessive adjective pronoun. Students also confused to distinguish types of pronoun. Some students admitted that they did not understand about pronunciation.

* 1. Article.

The reason students make errors in writing it because students have difficulties in applying article especially article ‘an’ and ‘the’. Some students said they confuse and did not understand how they used right article when they began to write sentences in writing narrative text.

* 1. Preposition

There were many errors in the students’ narrative texts in applying preposition. Some students admitted they made errors in writing narrative text it because they confused and did not understand the function of preposition. Students less of vocabulary is one of some causes made them difficult to develop their writing narrative.

* 1. Conjunction

Base on the questionnaire of the students, the cause students made errors in writing narrative text because students have difficulties in using conjunction. Some students state that they still confused in using conjunction when they tried to develop their writing narrative text. Students also said they were less vocabulary about conjunction.

* 1. The teacher seldom gives students writing practice about narrative text.

One of some causes students make errors in writing narrative text is because the teacher seldom gives students writing practice. They had difficulties in arranging sentences because they seldom do writing practice. To be able to develop a text, the students should practice developing the text frequently. The teacher should give enough writing practice assignment to the students so that the students can develop their ability in developing a text particularly narrative text.

**V CONCLUSION AND SUGESTION**

**5.1 Conclusion**

The first conclusion is about what kind of errors made by the second grade students in writing narrative text. The second one is about the possible causes of errors that occurred in students writing narrative text. After analyzing students writing test, the writer found the second grade students at SMPN 4 Lingsar made 4 types of errors. They are omission, addition, misformation, misordering. Errors in omission found 189 errors or around 26.49% errors, errors in addition found 87 errors or around 45.61% errors, errors in misformation found 291 error or around 45,61% error, and error in misordering found 91 error or around 14,26% error, so total errors found 638 errors take from 50 students writing narrative text.

The second conclusion is about possible causes of the errors occurring in students’ writing narrative text. As can be seen in the elaboration of the previous chapter, the writer concludes that there were many possible causes of errors in students’ narrative text. The possible causes of the errors are:

1. There were intralingual errors. Target language itself becomes the sources of errors. There are many rules of grammar in English included past tense. When the students develop their narrative text, the students confuse with the rule of grammar it made students misused the rule.
2. There were interlingual errors. The native language itself becomes the sources of errors. When the students develop their writing narrative, they tend to produce sentences with the rule of their native language so that they errors in applying the rule of target language.
3. Students have difficulties in applying grammatical such as past tense, verb form, to be, preposition, pluralization, article, conjunction. Almost all students admitted they do not understand how to uses correct grammatical and they are also confuse to use it because there are too many rule in English.
4. The teacher seldom gives students practice especially in writing narrative text.

They had difficulties in arranging sentences because they seldom do writing practice. To be able to develop a text, the students should practice developing the text frequently. The teacher should give enough writing practice assignment to the students so that the students can develop their ability in developing a text particularly narrative text.

**5.2 Suggestion**

For students, students might be aware of their writing especially writing narrative text. This study presents the students errors in writing narrative text so that students might know their errors of narrative text and have chance to correct them. They should do more practice in writing narrative especially in applying past tense and other grammatical rule. Addition students should increase their vocabulary in order to easier them in writing.

For teachers, knowing the difficulties in writing a narrative text, the teacher might ask the students to practice writing more often, give explicit explanation about narrative text especially English tenses and give quizzes in English grammar. Giving writing assignment as homework could increase the students’ knowledge on writing narrative text. Explicit explanation about grammar might increase the students’ awereness of grammatical rules.

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