
AN ANALYSIS OF GRAMMATICAL ERRORS ON STUDENTS' WRITING NARRATIVE TEXT OF SECOND GRADE AT SMA NEGERI 2 HILIMEGAI

Widarlina Laia

SMA Negeri 2 Hilimegai

(widarlaia970@gmail.com)

Abstract

This research aimed at analyzing grammatical errors on students' writing narrative text of second grade at SMA Negeri 2 Hilimegai academic year 2022/2023. This research was designed by using qualitative descriptive method. In analyzing the data, the researcher used theory of Miles et al. The source of data in this study was taken from students' writing of narrative text. The members of participant consist of 17 students. The data of this study were grammatical errors in narrative text. The result of the research showed that there were 337 grammatical errors made by students from six categories of grammatical errors types, namely; error in using past tense was 132 errors, error of action verb was 108 errors, error in building noun phrase was 48 errors, error of pronoun 32 errors, error of adverb 11 errors and time connection 6 errors. It can be concluded that in writing narrative texts there are several grammatical errors made by the second grade students of SMA Negeri 2 Hilimegai academic year 2022/2023. It is suggested that teachers use the most appropriate creative teaching methods and techniques to make students interested in learning English.

Key Words: Writing; Narrative; Grammatical Error

Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan tata bahasa dalam menulis teks narasi siswa kelas dua di SMA Negeri 2 Hilimegai tahun ajaran 2022/2023. Penelitian ini dirancang dengan menggunakan metode deskriptif kualitatif. Dalam menganalisis data, peneliti menggunakan teori Miles dkk. Sumber data dalam penelitian ini diambil dari siswa yang menulis teks narasi. Anggota peserta terdiri dari 17 siswa. Data penelitian ini adalah kesalahan tata bahasa dalam teks narasi. Hasil penelitian menunjukkan terdapat 337 kesalahan tata bahasa yang dilakukan siswa dari enam kategori jenis kesalahan tata bahasa, yaitu; kesalahan penggunaan past tense sebanyak 132 kesalahan, kesalahan kata kerja tindakan sebanyak 108 kesalahan, kesalahan dalam menyusun frase nomina sebanyak 48 kesalahan, kesalahan kata ganti sebanyak 32 kesalahan, kesalahan kata keterangan sebanyak 11 kesalahan, dan kesalahan koneksi waktu sebanyak 6 kesalahan. Dapat disimpulkan bahwa dalam penulisan narasi cenderung terdapat beberapa kesalahan tata bahasa yang dilakukan oleh siswa kelas dua SMA Negeri 2 Hilimegai tahun ajaran 2022/2023. Disarankan agar guru menggunakan metode pengajaran kreatif dan teknik yang paling tepat untuk membuat siswa tertarik belajar bahasa Inggris.

A. Introduction

English is the first foreign language in Indonesia, which is taught from elementary level to university level. English is also intensively used in international communication either in written or in spoken communication. In addition, many books of science, technology, art and other published issues are written in English. Realizing the importance of English as spoken and written international communication, the ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School. Not only as a subject but also used as teaching medium of instruction.

In learning English, students are required to master four language skills, namely listening, speaking, reading and writing. Listening and reading skills are referred as receptive skill while speaking and writing are referred as productive skill.

Writing is one of four skills in English language learning. Writing is a system of human communication which represents symbol can share our idea, feeling, or anything than exist in our mind and make sure the reader comprehensive

the meaning of written. In writing, there are aspects involved such as grammar, spelling, preposition and punctuation. According to Harmer (2001:255) says that, "Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation." It means writing makes students' grammar, and vocabulary good and how students' message can be understood in written form.

Grammar is one of the skills in writing. According to Greenbaum and Nelson (2002:1) "Grammar is the central component of language." It means that grammar is a part of language which has to be learned by the learners of language. Grammar is the system, rules, and structures to make sentences or text well. It is very important in writing a text, especially in narrative text that the researcher wants to analyze. But, the problem is some of the students still make errors when they make a sentence.

Error is a failure when students do not know what is correct in determining a new language or second language,

especially when they write a sentence. Most of the students are getting difficult in choosing the verb to write, so they got much error, for instance writing narrative text, the students had difficulties in choosing the right form verb for the past events. Most of students made errors because they lack of knowledge about using past verb. The errors are made by students who rejected about the grammar lesson in the class. And also it happened because of some factors. It could be the negatives transfer from their mother tongue. They applied Indonesia grammar in their writing.

Keeping the above points in mind, it is important to understand learners' problems to improve the quality of foreign language learners writing. In this case, Error Analysis (EA) becomes as one of best tools of linguistic studies which concerned on learners' error. "Error analysis in language teaching and learning is the technique of identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a language, especially a foreign language using any of the principles and

procedures provided by linguists" (Crystal, 2008:173).

Therefore, due to the importance of error analysis, more and more empirical studies are being carried out on error analysis especially in recent study. Bella et al (2022) classified the students' error into seven categories that occurred in their writing such as singular-plural, verb tense, word choice, word order, punctuation, capitalization, and spelling. Another recent study was done by Murdliyana (2019) and the result of her study were 621 grammatical errors with verb errors being the most common, followed by pronoun errors, adjective errors, preposition errors, noun errors, conjunction and adverb errors.

Based on preliminary studies that have been carried out through students papers collected through English teacher, the researcher found that some students out of seventeen people at SMA Negeri 2 Hilimegai made some errors in their writing of narrative text.

The errors are made by students are as follows: 1. "There **live** the a mouse deer and too some crocodile" it should be "There **lived** a mouse deer and some crocodiles." 2. "Come a **crocodile hungry**

and crocodile want to eat the mouse deer” it should be “a **hungry crocodile** came and wanted to eat it.” 3. “She live with **he** aunty and uncle because **he** parents is dead” it should be “She lived with **her** aunty and uncle because **her** parents were dead.” 4. “They are very bossy” it should be “they were very bossy.”

Based on the preliminary data above, the writer was founded that they often make errors in terms of grammar such as pronoun, tenses, and adjective.

First, from the data obtained, the sentence is past tense, because in writing narrative text, the tense used is simple past tense. So, the use of the verb “live” is not appropriate, it should be “lived.” The second is adjective, because the noun phrase “a crocodile hungry” has the wrong arrangement, it should be (Det+Adj+N) “a hungry crocodile.” The third is pronoun, “he aunty” it should be “her aunty.” The pronoun used is wrong because the possessive adjective of the subject of *she* is *her*. And the last is the use of verb substitutes (To be) “they are very bossy” is inappropriate, it should be “they were very bossy” because the tense is used is simple past tense.

Based on the explanation of the problems that occurred which were obtained from the preliminary study as described above, most students have many problems in writing narrative text, it is clear that writing requires aspects to be mastered by students. It means that if students cannot master the aspect of writing in the form of content, form, grammar, style, and mechanics as required by the curriculum, learning to write cannot be effective. As for the reason researcher choose or analyze grammatical errors made by students so that students know their mistakes and they can correct them, and teacher also emphasizes learning about the mistakes made by students.

Based on the problem described above, the researcher interested in conducting the research entitled by “**An Analysis of Grammatical Errors on Students’ Writing Narrative Text of Second Grade at SMA Negeri 2 Hilimegai.**”

The objectives of the research of this research are: 1. To find out the types of grammatical errors in writing narrative text made by second grade students of SMA Negeri 2 Hilimegai. 2. To find out the

causes of grammatical errors in writing narrative text made by second grade students of SMA Negeri 2 Hilimegai.

B. Research Method

This research utilized qualitative research methods. According to Bogdan and Biklen (2007:5) "Qualitative is descriptive that data collected from of word or pictures rather than a numbers." It is also supported by Auerbach and Silverstain (2003:3) "Qualitative research is research that involves analyzing and interpreting text and interviews in order to discover meaning patterns descriptive of a particular phenomenon." this research used qualitative research because the researcher described the types and causes of errors in students' writing.

The data in this research was grammatical errors in narrative text and source of the data comes from students' writing of narrative text. The members of participant consist of 17 stundents.

The data were collected through documentation and interviewed. Documentation is the student's worksheet papers collected by researcher with the aim of finding out their grammatical errors in writing narrative text. An 'interview' is

typically a face-to-face conversation between researcher and participant involving a transfer of information to the interviewer to find out the reasons why they made errors in writing narrative text.

The data obtained were analyzed using theory about data analysis by Miles et al. (2014:31-32) they are: 1) Data condensation. In this step, the data simplified to be easily understood. In the end, the researcher explain and write the correct answer that has been done based on rules in writing narrative text. It aims at knowing the students' errors in writing narrative text. 2) Data display. The display of the data in conducting this research is carried out through presenting the data in the table. 3) Drawing and verifying conclusions. After analyzing all the worthy data from data condensation and data display, conclusions from the field notes are drawn and some suggestions are given.

C. Research Finding and Discussion

This research used the language features of narrative text to analyze how errors made in writing. The researcher collected the data or students' worksheet of second grade at SMA Negeri 2 Hilimegai and interview result. After obtaining the

data, the researcher analyzed them in accordance with Ellis (1997:15-19). Additionally, the data is presented in a table form and explanations. Researcher started at 2st September until 30th September, 2023. At the SMA Negeri 2 Hilimegai school, It had been around four weeks.

The researcher presented the data in the table below to make easier to understand:

Table 1. The Students Types of Errors Made by Students

No	Song Title	Hyperbolic Expressions
1	Past tense	132
2	Action verb	108
3	Noun phrase	48
4	Pronoun	32
5	Adverb	11
6	Time connection	6
Total		337

Based on the findings of the data analysis, the researcher identified several flaws in narrative text as well as the contributing elements. In this instance, second grade from SMA Negeri 2 Hilimegai made six different types of mistakes when writing a narrative composition. Additionally, the researcher discovered

those mistakes on students' narrative text worksheet.

a. Noun phrase error

1) Students' sentence:

The story of Cinderella tell of a **woman young kindheart** who is treat cruelly by stepmother she and sisters.

Correction:

The story of Cinderella told of a **kind young woman** who was treated cruelly by her stepmother and sisters.

2) Students' sentence:

In ancient times, there live a **girl beautiful** name Snow White.

Correction:

In ancient times, there lived a **beautiful girl** named Snow White.

b. Past tense error

1) Students' sentence:

Mouse **is** afraid and want to cry and forgiveness

Correction:

The mouse **was** afraid and wanted to cried and apologize

2) Students' sentence:

They **live** in poverty

Correction:

They **lived** in poverty

c. Pronoun error

1) **Students' sentence:**

She sisters don't ask Cinderella if Cinderella want to go with **they**

Correction:

Her sisters didn't asked Cinderella if she wanted to go with **them**

2) **Students' sentence:**

His to live with stand mother and sisters

Correction:

She lived with her stand mother and sisters

d. Time connection error

1) **Students' sentence:**

After that, the prince found the girl, they were married and lived happily

Correction:

After the prince found the girl, they were married and lived happily

2) **Students' sentence:**

Last hunter substitute with animal to be in woods

Correction:

Then, the hunter substituted her with an animal to be in woods

e. Action verb error

1) **Students' sentence:**

Snow White which know that matter blurry and he **meet** with

seven dwarfs and stay together with them

Correction:

Snow White who knew this ran away and she **met** the seven dwarfs and lived with them

2) **Students' sentence:**

One day, the king **decide** to invite all maiden young in the kingdom

Correction:

One day, the king **decided** to invited all young maiden in the kingdom

f. Adverb error

1) **Students' sentence:**

After that a prince propose marriage to Snow White and the are a marry and to live **happyned**

Correction:

After that, the prince proposed to Snow White and they got married and lived **happily**

Based on the result of interviews, there were some factors or reasons student made error in writing narrative text as follows: a. Students make errors in building noun phrase because students still apply Indonesian language structures or translate one by one in English while the structures

of English and Indonesian are different. b. Students make errors in using the past tense because students only know the simple present tense even though they have studied verb two or the past tense. Actually, they can find out by looking it up in the dictionary but the problem is that they don't bring a dictionary and they lack motivation to learn English. c. Related in used pronoun, students only know the subject and do not know the use of the object. This happens because students lack knowledge about the use of pronouns. d. Related to time connections, students only install or use time connections based on what they often hear and see in dialog or text. This happens because students' lack knowledge about English. e. Related to action verb, this happens because students don't pay attention when the teacher explains the material. f. The last one is the error in using adverb, this happen because students' lack knowledge about adverb.

Considering the result based on the data analysis performed by the researcher, this section presented the discussion of the research result. In this research, there was problem formulation and the discussion only focuses on the formulation of the

problem. As mentioned above, the purpose of this research was to find out the types of grammatical errors in writing narrative text and to find out the causes of grammatical errors on students writing narrative text made by second grade of SMA Negeri 2 Hilimegai. This research was conducted based on the theory of Fauziati et al (2014:379) the types error based on grammatical features of narrative text: past tense, noun phrase, pronoun, time connection, action verb and adverb.

Past tense is a form of verb that functions to explain an event in the past. Palmer, 1988:7 "Past tense is marked by the addition of an alveolar consonant (*liked* [laikt], *loved* [lʌvd]), a zero ending (*hit*) or change of vowel (*took*, *bought*, etc)." However, in using the past tense, students make errors when writing narrative text. We know that narrative text is a story that happened in the past or retold the past story. Of course, in writing narrative text, the verb form used is past tense (V2) but, when students write narrative text, they use the present form. According to Ellis (1997:17) "Errors reflect gaps, in a learner knowledge; they occur because the learner does not know what is correct.

Noun phrase is result of combining a noun, pronoun or number. According to Palmer (1988:83) "Noun phrase is a phrase whose main word is a noun." However, in writing narrative text, students make errors in combining nouns and adjective. For example: **'girl beautiful'** it should be **'beautiful girl'** because of placing the adjective before the noun. However, students made an error where they put the noun before adjective.

Pronoun is word used to replace noun. According to Brian (2004:2) "Pronoun is a word that takes the place of a noun." However, in using this pronoun, students make errors in using it when writing narrative text. Pronoun errors occur because students use pronouns incorrectly or do not know which is the subject and object. For example: **'Cinderella help they'** it should be **'Cinderella help them'** because the position of *'them'* as the object, while *'they'* as the subject.

Time connection is a word or phrase used to connect time. Time connection errors occur when students make mistakes or don't know about time connectives, so they don't know what is correct when writing narrative text.

Action verb is an action that shows an activity, process, possession which refers to an action either physical or mental carried out by the subject. However, in writing narrative text, students make errors or incorrect action verb forms when writing narrative text. Where the action verb used in writing narrative text should be verb 2, but it uses verb 1.

Adverb is words used to provide information on verbs, adjectives or other adverbs. According to Palmer (1988:52) "Adverb is used unambiguously as a present time marker." In using this adverb, students make errors or misform adverbs in writing narrative text. This research is the same as the findings of Murdliyana (1997:17) who found that grammatical errors made by students were in the form of pronoun errors, adjective errors, preposition error, noun errors, conjunction errors and adverb errors.

From the discussion above, it can be concluded that the deviations made by students made by students in writing narrative text are called errors.

D. Conclusion and Suggestion

Based on the result of research findings, can be concluded that the types of

errors that occurred in the seventeen texts fall into six categories of errors, namely past tense errors, noun phrase errors, action verb errors, pronoun errors, adverb errors and time connection. These six types of errors have differences in their use, because the different types make students confused about using each language features correctly in a sentence. So, students make errors in writing narrative text.

In conclusion, second grade students of SMA Negeri 2 Hilimegai need to improve their knowledge and grammar skills in writing, be more responsible in behavior and learning, and be more creative and interested in learning.

Based on the research conclusions, several suggestions related to the research results were put forward. This can improve the teaching and learning process. There are several suggestions that hopefully can be applied in the teaching and learning process.

1. or English teacher, researchers suggest that teachers use the most appropriate creative teaching methods and technique to make students interested in learning English, and teach students intensively

about grammatical and language features of narrative text. Teacher should often provide exercises to students, so that students are better trained in learning English. So that, it will make students understand grammar itself better, therefore it will help students avoid errors in students writing. Apart from that, teachers must use appropriate media in teaching English.

2. or students, researchers hope that students will have to learn more English about grammar material. Then, the students will have to master and practice often to improve their writing skills. So, they can improve their English grammar skills in writing, especially in using adjective, past tense, noun/pronoun, time connection and action verb in narrative writing.

3. or the next researchers, it is hoped that the result of this research can provide further information researchers who wish to conduct similar research because there are still many aspects that can be analyzed in writing and other English skills. Hopefully, the result of this

research can be used as initial information for conducting further research. It is recommended that you read this research carefully and take the information in this research, so that it can be used as material for consideration to improve future research to make it better.

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