

## AN ANALYSIS OF ERORR IN WRITING NARRATIVE TEXT MADE BY STUDENTS OF NINTH GRADE OF SMP NEGERI 4 FANAYAMA

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### Abstract

Narrative text tells about sequence of events in the past. Narrative text hone students to have the ability to think, imagine what the essence of a story and then retell it such as poetry, prose, song, theater, or dance. This research aimed at analyzing the errors made by students in writing narrative text at the ninth grade of SMP Negeri 4 Fanayama. This research was designed by using descriptive qualitative method. In analyzing the data, the researcher used Corder's (1981) theory, they were identification of error, description of error, explanation of error, and evaluation of error. In this research, the source of the data was taken from 24 students of ninth grade of SMP Negeri 4 Fanayama. Techniques of the data collection were documentation and interview. The result of the research was students made errors in writing narrative text. The errors were made by students they are ommision errors (148), misformation (387), misordering (43), and errors on addition (59). The causes of the errors were intralingual transfer and context of learning. The primary cause of error was context learning. It was concluded that students did errors because the students understanding of English, especially grammar is still lacking. so the students did not completely understand and the students try to make wrong concept and hypotheses from the target language with their limited experience about it. Therefore suggested to the English teacher more explain narrative text material especially in grammar.

**Key words :** *Students' errors ; Narrative text, Writing*

### Abstrak

Teks narasi merupakan teks yang menceritakan tentang rangkaian peristiwa yang terjadi pada masa lampau. Teks narasi mengasah kemampuan berpikir, berimajinasi apa yang menjadi inti dari sebuah cerita kemudian menceritakannya kembali seperti puisi, prosa, bahkan lagu, teater, atau tari. Penelitian ini bertujuan untuk menganalisis kesalahan yang dilakukan siswa dalam menulis teks narasi di kelas Sembilan SMP Negeri 4 Fanayama. Penelitian ini dirancang dengan menggunakan metode deskriptif kualitatif. Dalam menganalisis data, peneliti menggunakan teori Corder yaitu identifikasi kesalahan, deskripsi kesalahan, penjelasan kesalahan, dan evaluasi kesalahan. Dalam penelitian ini sumber datanya diambil dari 24 siswa kelas IX SMP Negeri 4 Fanayama. Teknik pengumpulan data yang digunakan adalah dokumentasi dan wawancara. Hasil penelitian yang ditemukan adalah siswa melakukan error dalam menulis narrative text. Error yang dilakukan siswa adalah eror penghilangan (148), pembentukan (387) pengurutan (43), dan kesalahan penambahan

*item yang seharusnya ada dalam kalimat (59), Selain itu, kasus eror adalah transfer intralingual dan konteks pembelajaran. Penyebab utama kesalahan adalah konteks pembelajaran. Dari hasil penelitian bahwa siswa melakukan kesalahan karena pemahaman siswa terhadap bahasa inggris khususnya tata bahasa masih kurang. Sehingga siswa tidak sepenuhnya memahami dan siswa mencoba membuat konsep dan hipotesis yang salah dari bahasa target dengan pengalaman mereka yang terbatas mengenai hal tersebut. Oleh karna itu disarankan kepada guru bahasa inggris untuk lebih menjelaskan materi narrative text khususnya tata bahasa.*

**Kata kunci:** kesalahan siswa, teks narasi, menulis

## **A. Introduction**

English is a tool of communication that is used by almost all people in the world. In the daily life, language cannot be separated from human activities in all aspect, such as communications, business, science, information technology, entertainment, and in other fields. Crystal (2000:1), mention that "English is Global language." Based on the statement English language used by most of people to communicate around the world. As global language, English has a big role. Therefore many people learn English seriously and want more to master English language because English used to convey information and knowledge.

The position of English in Indonesia is as a foreign language. Even though many Indonesian people are interested in learning English, besides that one of compulsory subjects schools and primary tool of communication in internasional school. Indonesian people learn English because English have benefits especially in world of work therefore English plays role in various field such as computer, knowledge, diplomatic aviation, and tourism.

There are four skills that people should master namely, speaking, reading, listening, and writing. Speaking refers to action of conveying information or expressing one's though feeling in spoken language, also reading is the process of taking in the sense or meaning letter, and symbol. Listening means a process of take notice of an act or what someone says. Here the researcher focused on writing, where writing is one of skills that people used to communicate with the other people used in the daily life , such as writing a letter to friends, writing story, note taking, It is one of the skills that must be mastered by students.

Writing as one of the language skills has an important role in human life. Writing can be defined as person's ability to produce thoughts, ideas, feelings, or experiences using symbol language. Writing is an activity of conveying messages using writing as a media. Writing activities are productive and expressive. The English learning paradigm in Curriculum 2013 is oriented towards text based learning. Based on the 2013 curriculum statement, students are expected to be a able to write narrative text, descriptive text, recount text, and

anecdote text. According to Suparno (2009 :13) Writing is an activity of conveying messages (communication) using written language as a tool or media. Based on the statement above writing is one of media to communicate to other people to convey information or make a creation such as a novel, poem, short story, article, and other types fiction works.

Writing is important skill that students have to be master in english language, because without writing, we cannot deliver something what in mind based on written form. In this era everything talk about administration need ability to write something to send a invitation , application letters, are need ability. In educational scope of writing cannot separated because to starting every lesson like elementary school, junior high school, senior high school, and until university need a book as the result write. Can be concluded that writing is main ability that students should be mastered in language.

Narrative text is a piece of writing that focus on telling a story. In addition, Hastuti (2010:7), stated that narrative text is a story that used to entertain, motivate, or teach the reader. From the expert's statement, the context of narrative text need something attractive when someone telling the story to someone. In the story there is the problem that cause of conflict and in the last of the story there is resolution where in the ending, there is sadness or happiness moment, so from that series of events there are two play evil and good or antagonist and protagonist so that are beginnings, problem occur, and finally

there is manifestation of that incident which gives knowledge to the readers.

A narrative text is the type of text in the form imaginary stories, true stories fabricated or fairy tales. Narrative text tells a story that has a series of chronological events that are connected to each other. The social function genre is to tell a story. The story commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called a crisis or climax in the story. The story then stages a solution, either with happy or sad ending.

Error and mistake are different. Error is the state condition or situation of being wrong conduct or judgment. While mistakes is the result of imperfection producing speech due to fatigue, inattention and slip factor. In addition, Corders (1982:36), say that "Errors are described by the application of linguistics theory to the data erroneous utterance or produced by a learner or a group of learners." So that error is a mistake made by someone students because lack of knowledge about something, they get error in expressing their ideas even though they have a lot idea but cannot put into piece of writing correctly based on grammatical rules.

Based on preliminary study through documentation and interview to some students done by researcher, the researcher collect students worksheet about narrative text students SMP N. 4 Fanayama. The researcher found that students have errors in writing narrative text. It started when the students collect assignment about narrative text and

submit to them to teacher, where the teacher gave them some story about narrative text and the teacher asking them to rewrite or retell the story based on their own language and based on the grammatical structure. As a result, most of them did many errors where students error using grammatical rules especially in grammar simple past tense, verb 2, generic structure, and wrong spelling.

Based on the background above, the problem of this research is formulated as follows:

1. What are types of errors in writing narrative text made by students' of ninth grade of SMP Negeri 4 Fanayama?
2. What are the causes of error in writing narrative text made by students' of ninth grade of SMP Negeri 4 Fanayama?

## **B. Research Method**

This research was conducted by using qualitative research. According to Bodgan and Biklen (2007:5) "Qualitative research is research that data collected take from the words, of picture rather than numbers". It can be concluded that qualitative research was concerned with the analyzing and interpreting texts and interviews or phenomena through words letter. The qualitative descriptive methods applied in this study because the researcher wanted to describe the students error in writing narrative text which was the result of this study would be presenting in words. This research was conducted at SMP Negeri 4 Fanayama which was located at

bawonahono village. The researcher chose the students at IX-A SMP Negeri 4 Fanayama. Total participants were 24 participants. The data in the research is students error in writing narrative text. The errors obtained from While the source of error was taken from students worksheets about narrative text. Furthermore, the reason of the errors obtained by interviewing the students. The data collection of this research is documentation, documentation was the evidence provided the information and ideas borrowed from others. Documentation very important necessary in the research because it is the prove that the researcher is really doing the research in the field so the result trustable and arranged systematically. And interview. Interview was typically a face to face conversation between a researcher and participant involving a transfer information to interview. Kinds of interviewer are structured interview and unstructured interview, and this research the researcher, used unstructured interview. To analyzing the data in this research is using Cordes (1981) theory. Data analysis is process giving a meaning of the data. This is essential section in scientific study to make sure that writer have a relevant data for making contemplated comparisons and an analysis. Process analysis the data is:

1. the researcher identified error from the data collection. In identifying error, the researcher

compared the sentence written by students to the correct sentence in Identification of errors is a steps the target language.

2. Description of errors in this steps the researcher described and classfied into types of error which consist of ommision, addition, misinformation, and misodering.
3. Explanation of errors in this step researcher why errors occurred. This explanation concern about the sources of errors.
4. Evaluation of errors in this step, the researcher must decided the criteri of the errors and dram it into table to be correct sentence.

### C. Research Findings and Discussion

The researcher presented the researcher finding and discussion of the finding types of students error in writing narrative text and causes of error in writing narrative text made by students. This research was carried out to got the students error in writing narrative text. The process of collecting the data the researcher three times collect the students worksheet and then analyzed the data to find out the students error. There are types of errors and source of errors in writing narrative text and this discussion were focused on it. Based on the result, this research were found types of errors and source of error. As Corder (1982:36) states that errors are described by the application of linguistic theory to the data erroneous utterance or

produced by a learner or a group of learners. In this research, the researche found types of error in writing narrative text. There are types of errors that students made in writing narrative text they are ommision, misinformation,addtion and misordering.the researcher also found students did errors consist of spelling, punctuation, capitalization, and article. From the result errors above, tehere are source why students the made errors based on Browns's theory (2000:223-227) they are interlingual transfer, intralingual transfer, context of learning, and communication strategies. The causes of of the error gotten from the students interviewed and the researcher found only two soruce of error, they are intralingual transfer and context of learning. Based on the interview result, the error causes by students because they learning narrative text not deeply so the students not more get information to writing narrative text. Another causes the students write narrative text in Indonesia language and then the students translate it in English language and the students try to made wrong concepts from the target language in their limited experience or knowledge. So it can made the errors.

#### 1. Types of errors in writing narrative text made by students of ninth grade of SMP Negeri 4 Fanayama

The researcher determined errors from the students worksheets based on Dulay theory that concern



error on omission, addition, misinformation, and misordering. After the researcher determined the errors the researcher analyzed the students errors based on Corder's theory.

Based on the data analysis, the researcher determined the errors on omission, addition, misinformation and misordering in writing narrative text made by students as follows:

#### a. Omission

Error on omission is a type of errors which are characterized by the absence of an item that must appear and a well formed utterance. Based on the students' worksheets the researcher found that there were some errors of omission. There were some examples of omission made by the students:

##### 1) Omission of verb be (to be)

Example:

Students error : once upon a time there a kind girl name Cinderella

Correction : once upon a time there **was** kind girl named Cinderella.

The example above showed that students made error by omitting to be **-was-** so it made the sentence incomplete or incorrect.

##### 2) Omission of adverb of time

Students error : a very long time there is a nice farmer live in the village

Correction : a very long time **ago**, there was a nice farmer lived in the village.

The example showed that students made error by omitting

adverb of time **-ago-** when adverb time ago explained that the story was told in the past.

#### b. Addition

Error on addition is an error that adds a word or item that should not exist in the sentence or utterance. Based on the students worksheets there were some errors of addition:

##### 1) Addition of verb be (to be)

Example:

Students error : On **is** his way home

Correction : On his way home

The example showed that students made error by adding verb be **-is-** that should be not in the sentence because to be **'is'** used after being behind the subject so made the sentence incorrect.

##### 2) Addition of article

Example:

Students error : **A** one day he find a big juicy bone

Correction : One day he found a big juicy bone

The example showed that s made error by adding article **-a-** that should be not in the sentence because article **-a-** it means one and is used before nouns that start with a consonant.

##### 3) Addition of preposition

Example:

Students errors : "There a nice farmer **by** name Jhon."

Correction : There was a nice farmer named Jhon

The example above showed that students made error by adding preposition **-by-** that should be not in the sentence because preposition **by** just used in indicates the person or subject.

**c. Misformation ( error of selection)**

Misformation error are those characterized by the used wrong form of the morpheme or structure. Based on the students worksheets there were students errors of selection.

**1) Selection of Tenses:**

**a) Action verb**

Example :

Students errors :  
"She look at the sky and see the parrot"

Correction : She looked at the sky and saw the parrot.

The example showed that students made error, by wrong selecting verb **-look and see-** should be **-looked and saw-** because in writing narrative text used past tense

**b) Modal verb**

Example :

Students error : He **can** run

Correction : He **could** run

The example showed that students made error by selecting modal verb **-can-** should used modal verb 'could' because in narrative text told in the past so the modal verb used must be past tense.

**c) Verb be (to be)**

Example :

Students error : The dolphin **is** surprise and aks the shark why he is doing this

Correction : The dolphis **was** surprised and asked the shark why he was doing this.

The example showed that students made error, by wrong selecting verb be, the students used verb be **-is-** should verb be 'was' because ver be was used for past tense.

**2) Selection of article**

Example :

Students error : One day **an** cat and a fox

Correct : One day a cat and a fox.

The example showed that students made error by selecting article **-an-** that should be used article 'a' because article a is used before singular nouns that start with consonant meanwhile article 'an' in used before singular nouns that start with vowel.

**d. Misordering**

Misodering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. Based on the students worksheets there were students error of ordering.

Error of ordering

Example :

Students error : The princess fall in love with a prince handsome

Correction : The princess  
felt in love with a handsome prince

The example showed that students made error to arrange words in the sentence. The student still error in make correct noun pharase that between noun and modifier.

In addition the students not only made errors of omission verb be (to be) and adverb of the time, but several students omitted of generic structure of narrative text that important elements such as resolution and re-orientation, and the students also omitted preposition by, verb be (to be) were, and auxiliary be. Furthermore the students also made errors on addition is addition of verb does, verb did. Meanwhile the students also made error on misformation is selection of verb, pronoun, and subject. Furthermore the student also made errors misordering is ordering of phrases and ordering sentence. The detail information can be seen in the appendix.

## **2. Causes of Error in Writing Narrative Text made by Students of Ninth grade of SMP Negeri 4 Fanayama.**

The researcher analyzed students interviewed based on Brwons' theory. Brown ( 2000:223-227) identified four source of errors, such as interlingual transfer, intralingual transfer, context of learning and communication of strategis. The researcher analyzed and classified the data based on students' interview result.

Accordance with the data analysis and research setting above, it showed that students still error in writing narrative text had been occurred due to several sources.

### **1) Intralingual Transfer**

Intralingual transfer is a error that arise as a result of learners trying to make wrong concept or hypotheses from the target language with their limited experience about it. It was found when the researcher asked the students 'do you think your sentence is correct? And the students say "I though the sentence is correct' . With the students statement, researcher classified it in intralingual transfer because the students try to make concept and hypotheses from the target language with his/her limited experience about it,so that the students error in writing narrative text.

### **2). Context of learning**

Context of learning is the source of error that comes from the situation of classroom, teacher, and material being learned. It was found when the reascher asked to the students "did ever ever learn narrative text?" and the students say "I ever learn narrative text but not deeply". Based on the students statement, researcher classified it in context of learning because it can happen if the explanation of the material given by teacher is not understood, it made students did not quite understand and made the errors.



#### D. Conclusion And Suggestion

Based on the discussion of the result it students at Ninth Grade of SMP Negeri 4 Fanayama are still lacking in writing narrative text especially in grammar. Most of them add and omit element that should be not in the sentence. The Causes of students made error in writing narrative text is situation from the classroom, it can be from the teacher who doesn't explain material deeply and was not creative ( Context of learning), and the students try to make wrong concept or hypotheses from the target language because have a limited experience about I (Intralingual transfer).

After conducted the research, researcher wanted given some suggestion. The researcher hope this suggestion would give a new idea and reference to another researcher. Those suggestion related to result of this research especially for English teacher, for students and for the next researcher.

1. For English teacher, the researcher suggest to more creative in teach the students to make the students interested in learning English, and teach students more deeply or intensively about narrative text especially in language feature.
2. For the students, the researches hopes that students have to learn English about the grammar materials to improve their writing skills especially in writing narrative text by using simple past.
3. For the next researcher, the result of the research is expected could give more information to other researchers

who want carry out similar research because there are still many aspects which can be analyzed in writing and other skills of English language. The result of this research may be used as early information to conduct next research which is suggest to read this research carefully and can take the information in this research, so it can be used as a source of consideration to improve the further research to be better, and its result more useful.

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