The Errors Analysis of Students' Grammatical Writing on Narrative Text

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Abstract

The purpose of this research was to know both the type of error and the most dominant error made by students in writing narrative text at the second grade students of SMK N 1 Sigli. This study is qualitative research as suggested by Noor (2011). The purpose of this research is to analyze the errors which actually committed by students on their writing. This research is a case study which clarifies the natural circumstance. The writer collect the data by using a set of written test. The procedures of Error Analysis (EA) adopted from Corder (1974) as cited in Ellis (2008:48). The data nanalized by using table of freqency the result showed that the error made by the students can be categorized into four types of errors. Those were errors of omission, errors of addition, errors of misformation, and errors of misordering. Another result showed that the most dominant error in writing narrative text made by the students was error of misformation. In describing the type of error, it can be inferred that there are 25 items of error, which occur in the students' sentences.

I. Introduction

Learning English usually involves the four language skills, which support each other. It means language learning take inside the learner and, as the teachers know to their frequent frustration, many aspects of it are beyond their pedagogical control, Jamaliah et,al (2017:220) The writing skill is very important in the education field. Language is formed by some words or vocabulary. Moreover, vocabulary is existent in all of language aspects (speaking, writing, reading, and listening), (Farizawati, Ramlan and L.Tasnim (2020:1) According to Harmer (2001:79) writing is a form of communication to deliver through or to express feeling through written form. However, writing is considered to be the most difficult skill to master. In mastering writing, there are many aspects that must be considered. One of the important aspects is grammar. It is inevitable that writing cannot be separated from grammar due to the fact that a good written text must has a grammatical correct and a well organised. Grammar is the pattern that makes how combined words can be understood. Nevertheless, every language has its own grammar which makes the students have to master the grammar of target language before write a text. Many students are still lack in mastering writing. As there are the differences of two languages; Indonesian and English, it is unavoidable that they produce errors in many aspects of writing, such as in grammatical and lexical aspects. As a result, their written text is unreadable.

The difficulties applying the rules of the language in writing caused the students doing error. Acording Sujoko (1989:5), an error ia a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. It occurs when the features of the language is different from the learners' native language. The students' error can be classified into linguistic errors. Dulay et all (1982:146) state that there are four taxonomies that important to consider, namely the linguistic category taxonomy, the surface strategy taxonomy, the comparative analysis taxonomy, and the communicative taxonomy.

It is important to help the students to reduce their errors. It is needed to know the sources of errors to overcome such problem. Brown (2000:224) mentions two main sources of errors, namely Interlingua and intralingua. Corder (1971) as cited in Al-Hasan (2013),Interlingua (negative transfer) errors refer to the learners' mother tongue habits interfere them from acquiring the patterns and rules of the second language. On the other words, the errors reflect to the mother tongue structure. The learners tend to translate directly from their first language into second language without considering the different patterns of both languages. Interference or negative transfer may occur at different levels, such as grammatical, lexical, phonology, and morphology whereas intralingua errors are the errors which occur because the learners' hypotheses about the second/foreign language (Erdogan, 2005). The errors made by the learners do not reflect to the structure of their native language but it is a result of inadequate to the target language.

Error plays an important role in learning a foreign language. From the error those students made, one can determine their level of mastery of language system and discover what they still have to learn. Foreign language teachers should realize errors made by the students. In an error analysis, there should be at least two stages of activities that should be carried out. The first is identifying and describing error. Based on surface strategy taxonomy, there are four types oferror; addition, omission, misformation, and misodering.

Furthermore, to diagnose the causes of problems, there is a systematic way called Error Analysis (EA). This activity has four working procedures to be used, namely collecting data, identifying the data, describing error committed and explaining it.

Writing is an important part of skills in English. It is one of tools of communication or an activity to express ideas, thought, and information into a written form. Lince and Nunan (2003:88) define writing is a combination of process and product of discovering ideas which is presented in a readable text on a paper.

Moreover, Harmer (2004:31) states, writing encourage students to focus on accurate language use because they think as they write. In addition, according to Haynes and Zacarian (2010:90) learning to write is a developmental process to communicate meaningfully through written form. Hughes and Schwab (2010:214) also state that, Writing is difficult because it demands control over 'technical' aspects, such as punctuation and spelling, as well as 'strategic' ones like design, organization and register.

However, writing is an essential skill that must be mastered by a language learner since it has some benefits. As noted by Reinking, Hart, and Osten (1996:3), Writing gives writers to reflect on and research what they want to communicate, makes communication more effective, and provides a permanent record of thought, actions, and decisions.

Furthermore, Hilliday in Nunan (1991:84) suggests that writing has evolved in societies as a result of cultural change creating communicative needs which cannot be readily met by spoken language. It means that writing is a process of communicating what a writer thinks which is going to be told on paper to readers who are not physically present. Writing makes us have to find the best possible way of stating what we mean. Acording to

Carrolin T. Linse "that writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may called as an arranging text".

Another definition of writing skill is also defined by Mayers and Hyland. Mayers (2005:2) states that, Writing is a way to produce language. Which you do naturally when you speak. Is speaking to other on paper or a computer screen. Writing is a partly a talent, but it is a mostly a skill, and like any skill, it improve with practice. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising them.

Hyland (2004:5) states that writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an overdraft, drafting an essay, and so on.

II. Review of Literatures

2.1 Types of Writing

There are four categories of writing performance by Brown (2004) that capture the range of written production. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1) Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level a: which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern

2) *Intensive (controlled).* Beyond the fundamentals of imitative writing art skills in producing appropriate vocabulary within a context, collocations and idiom? and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, bin most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3) *Responsive.* Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical direct fives, lists of criteria, outlines, and other guidelines. Genres of writing include brie narratives and descriptions, short reports, lab reports, summaries, brief responses, reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse Ievel, with a strong emphasis on context and meaning.

4) *Extensive.* Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay term paper, a major research project report, or even a thesis. Writers focus on teaching a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

2.2 The Purpose of Writing

According to Penny Ur "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing".

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others.

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

d. Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be goodhumored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.

2.3 The Definition of Grammar

Grammar has very important role to support writing. Having a good grammar style of a language will help learners to deliver ideas, messages and feelings either to the listeners or readers.

Brown stated that, (2000:362) grammar is the system of rules governing the convectional arrangement relationship of word in a sentence. Meanwhile Nunan (2000:13) stated grammar is an essential resource in using language communicatively. while acording to Pattel and Jain (2008:17), grammar is an attempt to develop concept, principles and rules relating to ussage and to the structure of language.

Grammar is categorized as a language component. As a language component, grammar is related to word-arrangement in a sentence structure, Djiwandono (1996) in Arifuddin(2007). As branch of linguistics, grammar is the rules in a language for changing the form of the words and combining them into the sentences. Meanwhile, in the other statement, grammatical structure is the pattern of arrangement of part of words into sentences, Lado(1964) in Islam (2004).

Grammar tells us how to construct a sentence (word order, verb and noun system, modifiers, phrases, clauses and so forth) and discourse rules tell us how to string those sentences together. Besides, grammar is central of the teaching and learning of languages. It is also one of the most difficult aspects of language to teach well.

2.4 Understanding Grammar

Carpenter (1999:1) defines *"Grammar is an excellent means of training the mind."* According to Ur (1996) as cited in Chkotua (2012), grammar is a combined of words to be acceptable which has a meaning. Furthermore, Raimes (1985), as quoted by Sattayatham (2008), grammar is one of component for producing a clear and effective writing. In addition, Calderorello and Edwards (1986:14) maintain that understanding grammar will help the learners to produce a good writing. From the theories above, it is believed that grammar is very crucial in order to conduct a good writing.

2.5 The Concepts of Error

Making error is unavoidable thing in learning a language. Ellis (1997), cited in Watcharapunyawong & Usaha (2013) defines errors reflect to the lack of knowledge of a learner. On the other words, errors occur due to the fact that the learners are not be able to identify what is corret or incorrect. Furthermore, Norrish (1987: 7) in Ridha (2012), defines error as a systematic deviation when learner has not learnt something and consistently get its wrong.

It is necessary to make a distinction between error and mistake. Corder (1967) as noted in Ridha, defines that error is a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner", while mistake is "a performance error that is either random guess or a slip in that it is a failure to utilize a known system correctly. Thus, it can be concluded that errors occur owing to the fact that learners still lack of information of target language, and hence it cannot be self corrected.

2.6 Error Analysis

According to Brown (2000:70) errors is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. according to Fauziah & Ramlan (2020) grammatical error in term of expressing idea and sentence structures. Meanwhile Spillner (1991:10) said error in the second language are evidence for exiting language contrast and hence for learning difficulties. It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without making errors. Error may happen in teaching learning process. It

is partly because teachers lack in grammar competences As a result students have different understanding or wrong perception then they keep in their brain.

It is believed that Error Analysis (EA) is very essential in SLA since error is an unavoidable in learning process. Error Analysis spread in 60's and 70's of the previous century. Error analysis is a type of linguistic analysis that focuses on the errors that committed by the learners. According to Richards and Schmidt (2010:185), Error Analysis is the study on second or foreign language learning to observe errors made by learners.

Corder (1974) in Ellis (2008), has pointed out that there are several steps in Error Analysis, namely collection of data, identification of errors, description of errors, explanation of errors, and evaluation of errors. Moreover, Crystal (2008:173) defines error analysis as a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by a learner.

Another concept of Error Analysis is given by Brown (1980:160) cited in Hasyim (2002:43). He defines Error Analysis as the process to observe, analyze, and classify the deviation of the rules of the second languages and then to reveal the systems operated by learner.

In addition, Sercombe (2000) in Sawalmeh (2013) explains that EA serves three aims. Firstly, to find out the level of language proficiency reached by students. Secondly, to get information about the difficulties faced by a language learner. Thirdly, to know how people learn a language. Therefore, by doing this activity (EA), it is supposed to give information for the teachers about their students' competence and to know what part the students do error more.

2.7 Source of Error

According to Sujoko (1989:15), there are source that may influence the second language system, in term of grammar. They are: (1). *Interlingua transfer*: Before the system of second language is familiar, the native language is the only linguistic system in previews experience upon which the learner can draw. Students had never heard English word, so they have some difficulties in their learning. It means that the second language learners are strongly influenced by the learners' firt language. (2). *Intralingua interference:* Beside the interlingua transfer from the native language to target language, there are also error caused by native transfer between elements the target language itself. This is also called intralingua error or interference, or incorrect generalization of the rules within the target language. It becomes a major factor in second language learning.

The type of intralingua also called developmental errors. These errors are caused by interference within the target language itself. Acording to richards (2002:74) qouted by Haryanto (2007:19), there are four types of intralingua or developmental errors, they are:

a. Overgeneralization

Overgeneralizati is defined as the use of the previously available strategies in a new situation. Learners make a new deviant structure on the basis on thier experience of their structures in target language. They make error, as they want to reduce their linguistic burdenin using the language. The kind of sentence patterns and rules but sometimes she or he uses them in different situation, in which particular generalization does not apply.

b. Ignorance of the Full Restriction

Ignorance of rule restriction related to generalization. Learners make errors because they fail to observe the restriction of existing structures. They apply of a rules in a new situation where if should not be applied.

c. Incomplete Applicationof Rules

Learner make errors because they are more interested in communication, so they think that there is not need for mastering the rules of language. It mean that students try to translate their own language into English, but they are not aware about its rule.

d. False Hyphothesized Concepts

The errors are caused by the poor gradation of the teaching items. It is derived from a faulty comprehension or distinction in the target language. From the explanation above, it can be concluded that grammar has an important role in learning the second language acquisition. Without correct grammar, the laerners will produce errors and mistakes in their learning.

2.8 The Types of Error

In the stage of identifying and describing the error in this research, the researcher used the surface strategy taxonomy. Acording to Dulay et all, (1982:155), there are four types of errors based on the surface strategy taxonomy; omission, addition, misformation, and misodering. Therefore, errors are classified into four categories:

a. Omission

Omissin error are characterized by the absence of an item that must appear in a well-formed phrases or sentence. Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learner.

b. Addition

Addition errors are opposite of omissions. They are characterized by the presence of an item, which must not appear in a well- formed utterances.

c. Misinformation

Misinformation are characterized by the use of the wrong form of the morphemes or structure. While in omission errors is not supplied at all, in misinformation errors the students supplies something although it is incorrect.

d. Misodering

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The error may be made by L1 and L2 learners when they have acquired certain simple patterns. This taxonomy is used because it is expected to give much promise to the reseacher for identifying cognitive process that underlies the learner's construction of the language.

2.9 The Definition of NarrativeText

Knapp and Watkins (2005:2001) said narrative is simply about entertaining a reading audience. It also has a powerful social role beyond that of being a medium for entertainment. In other Hand Elliot (2005:3) said narrative (story) in the human sciences

should be defined provisionally as discours with a clear sequential other that connect events in a meaningful way for a definite audience and thus offer insight about the world and or people"s experience of it. Meanwhile according to Saefudin (2010:18) narrative is a story that is created in a constructive format (as a work of speech, literature, picture, song, motion pictures, television, video games, theater, musical theater, or dance) that describes a sequence of fictional or non fictional events. And from cintyre (2006:18) said narrative as basically a story, of happening or events, either real or imaginary which the narrator considers interesting or important. Based on explanations, the researcher concludes that narrative is a text focusing specific participant and to emuse entertain and to deal with actual or vicarious experience in different ways, narrative deal with problematic events which lead to crisis or turning of some kind, which in turn find a resolution and narrative is telling of some true factious event or connected sequences of events. That"s recounted by a narrator a narrate (although there are may be more than one of each) narratives are distinguished from description of qualities, states or situations and also freom dramatic enactment of events. A narrative will consist set of a set of event recounted in aprocess of narration, in which the events are selected and arranged in a particular order.

2.10 The Generic Structure of Narrative Text

Knap (2005:224) said there are three generic structure in narrative text such as orientation, sequences of events and resolution.
1. Orientation in the story needs an orientation. Indeed it"s imposible to tell a story unless see that there are characters set up in particular time and place who, what, where and when.
2. Evaluation is the sequence of even stage more complex than orientation. It is explain behaviour, attidute of the participant.
3. Complication is complication the stage of simple narrative needn"t be a single problem or complexity. This stage can also include reflection on the problem and problem solution.

According to anderson (1997:8) Said there are four generic structure in narrative text namely orientation, evaluation, complication, resolution.
1. Orientation in which tells the audience about who is in the story, when the story is taking place and where the action happening.
2. Evaluation It explains the condition, behaviour, and the attitude of the participant.
3. Complication that sets off a chain of events that influences what will happen in the story.
4. Resolution in which the characters finnaly sort out the complication.

2.11 Grammatical Features

Besides having generic structure, narrative text also use significant grammatical features that support the form of a narrative text. Knapp (2005:221) said action verb, temporal connectives, past tense, reflection / evaluations, mental verb, action verb metaphorically, rhytm, repetition.

Saefudin (2010:19) narrative text has grammatical features such as past tense, noun, action verb, saying verb, adjective, adverb / adverbial phrase and conjunction.
1. Past tense : most of the sentence s are written in the past tense. The reason is we tell the story which happened in the past
2. Noun : noun here means the figure, participants, or characters in the story. They can be human or non- human (animal, fairy,etc.)
3. Action verbs are verb which indicate the actions done by the character of the story.

4. Saying verbs are verbs which are commonly use to indicate subclause or indicate the direct utterances said by the character in the story, like : said, replaid,answer, etc.
5. Adjective is a word that modifies something (person, animal or thing)
6. Adverb / adverbial phrase is a word that modifies verb whereas adverbial phrase is a range of words in which adverb as core to modify verb.
7. Conjunction is a word used to connect between main clause and subclause.
8. It is used when we want to make complex sentence.

III. Research Method

The method in this study is qualitative research as suggested by Noor (2011). The purpose of this research is to analyze the errors which actually committed by students on their writing. This research is a case study which clarifies the natural circumstance. Yin (2003) states that case study is a research that explains "what", "how", and "why" something happen. In this study, the researcher intends to analyze the data about the types of errors produced (what) by students and to investigate the causes (why) of errors.

IV. Discussion

In preceding explanation, the data are taken from students' writing. The writer classified the students' grammatical errors in narrative writing. The writer only focused on four areas, based on surface strategy taxonomy: omission, addition, misformation, and misordering.

4.1 Error Based on Surface Strategy Taxonomy
a. Errors of Omission
In this case, omission error happened when the students forget some element of the good sentence. In this research, the writer analyzed orrors of omission found in students' writing. Based on the data, there are examples of omission errors;

Table 1. Omission Errors

No	Error Recognition	Recontruction
1	Once upon a time there life.......	Once upon a time there lived
2	Every single minute they pray to God	Every single minute they prayed to God
3	they dress her beautifully	they dressed her beautifully
4	Her parent and all of her friends	Her parents and all of her friends
5	Snow Maiden play with her friends	Snow Maiden played with her friends
6	her friends ask her to jump on the fire	her friends asked her to jump on the fire
7	Her mother try to entertain....	Her mother tried to entertain.......

b. Errors of Addition
Dulay et al. (1982), as qouted by James (1998 p: 50) state that the students not only error in omission, but also the students usually made error in addition. The addition is adding something that not important for the sentence. There are five errors in this category, so the writer shows all the error in the following table.

Table 2. Edition Errors

No	Error Recognition	Recontruction
1	They made a <u>girls</u> from......	They made a <u>girl</u> from...
2	.... , your <u>daughters</u>"	...... , your <u>daughter</u>"
3	their <u>dreamsed</u> never came true	their <u>dreams</u> never came true
4	<u>make a new Snow Maidens</u> again	<u>make a new Snow Maiden</u> again
5	she refused it <u>becauses</u> one thing	she refused it <u>because</u> one thing

c. Error of Misinformation

Misformation is also kind of grammatical error made by the students in writing narrative text. It is related to Dulay et al, (1982) opinion cited in James (1998, p:50) state misformation happens if incorrect place wrong order of items. In this type, the writer found misformation error in students' writing. There are some examples of misformation errors based on students' writing.

d. Error of Misordering

Misordering is also kind of grammatical error made by the second year students in writing narrative text. It is related Dulay et al., (1982) cited in James (1998, p:50) state that misordering happens if the word or phrase is incorrect place.

Table 3. Misinformaton Errors

No	Error Recognition	Recontruction
1	but so far they did not <u>had</u> a baby yet	but so far they did not <u>have</u> a baby yet
2	but it never <u>come</u> true	but it never <u>came</u> true
3	One day, they <u>go</u> to a snow mountain	One day, they <u>went</u> to a snow mountain
4	.. and <u>lefted</u> the snow girl alone..	.... and <u>left</u> the snow girl alone
5	But her friends <u>kepted</u> on forcing her to jump on.	But her friends <u>kept</u> on forcing her to jump on.
6	Finally, she <u>can</u> not do anything,	Finally, she <u>could</u> not do anything,

Table 4. Misordering Errors

No	Error Recognition	Recontruction
1	<u>The morning following</u>	<u>The following morning</u>
2	<u>They fire played</u>	<u>They played fire</u>
3	Them <u>Poor</u>!	Poor them!

Based on the classification, it was counted the total number of errors was 25 errors. And those consisted of omission errors were 7 items, addition errors were 5 items, misformation errors were 10 items, and misordering errors were 6 items.

4.2 Findings

The data,the writer found all exiting type of error. They are: omission, addition, misformation, and misordering.

Table 5. The Type and Number of Errors in Each Category made by the Students

Type of Errors	Number of Errors	Percentage
Omission	7	28%
Addition	5	20%
Misformation	10	40%
Misordering	3	12%
Total	**25**	**100%**

V. Conclusion

In describing the type of error, it can be inferred that there are 25 items of error, which occur in the students' sentences. They are analyzed based of the surface strategy taxonomy, it is found that (7) or 28% errors are omission errors, (5) or 20% errors are addition errors, (10) or 40% errors are misformation errors, and (3) or 12% errors are misordering errors.

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