

## **RESEARCH ARTICLE**

### ***A STUDY ON GRAMMATICAL ERROR IN WRITING NARRATIVE TEXT TO THE ELEVENTH GRADE STUDENTS OF SMAN 1 NGADILUWIH IN ACADEMIC YEAR 2015/2016***



**By:**

**Nofika Reny Sutomo**

**12.1.01.08.0194**

**Supervised by :**

- 1. Yunik Susanti, M. Pd**
- 2. Lina Mariana, S. S., M. Pd**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

**2017**



Skripsi Article  
University of Nusantara PGRI Kediri

## SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

Yang bertandatangan dibawah ini:

Nama Lengkap : NOFIKA RENY SUTOMO  
NPM : 12.1.01.08.0194  
Telepon/HP : 082141209427  
Alamat Surel (Email) : [nofika27@ymail.com](mailto:nofika27@ymail.com)  
Judul Artikel : A Study on Grammatical Error in Writing Narrative Text  
to the Eleventh Grade Students of Sman 1 Ngadiluwih in  
Academic Year 2015/2016  
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris  
Nama Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI KEDIRI  
Alamat Perguruan Tinggi : Jalan K. H. Ahmad Dahlan No. 76, Mojoroto, Kediri,  
Jawa Timur 64112

Dengan ini menyatakan bahwa:

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Apabila dikemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 25 Januari 2017
Pembimbing I  YUNIK SUSANTI, M. Pd. NIDN.07180117801	Pembimbing II  LINA MARIANA, S. S., M. Pd. NIDN.0710097401	Penulis,  NOFIKA RENY SUTOMO 12.1.01.08.0194

NOFIKA RENY SUTOMO | 12.1.01.08.0194  
Faculty of Teacher Training and Education -  
English Education Department

[simki.unpkediri.ac.id](http://simki.unpkediri.ac.id)

|| 1 ||



## A STUDY ON GRAMMATICAL ERROR IN WRITING NARRATIVE TEXT TO THE ELEVENTH GRADE STUDENTS OF SMAN 1 NGADILUWIH IN ACADEMIC YEAR 2015/2016

NOFIKA RENY SUTOMO

12.1.01.08.0194

FKIP - Pendidikan Bahasa Inggris

[nofika27@gmail.com](mailto:nofika27@gmail.com)

Yunik Susanti, M. Pd dan Lina Mariana, S. S., M. Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

### ABSTRACT

This research purposes to find types of error and the most frequent of grammatical errors made by eleventh students of SMAN 1 Ngadiluwih Kediri in academic year 20115/2016. The researcher uses qualitative approach of which data were obtained from the students' narrative text. Content analysis design is used because the researcher wanted to describe the errors in the students writing narrative text, especially in past verb with surface taxonomy classification. To collect the data, the researcher asks to headmaster and English teacher, then collect the data from students writing, and analyze it. The researcher analyzes the error are using identification the error, classification the error, coding system, description the error and computing the data. Based on the data findings, grammatical errors made by 22 students' total 219 errors which consist of simple past tense were omission had 21 errors or 9.58%, addition had 12 errors or 5.47%, misformation had 177 errors or 80.82% and in past continuous tense was omission had 9 errors or 4.10%. From those errors, the highest percentage of error in this research is simple past tense with classification of misformation had 80.82%. The researcher gives suggestion for the students to pay attention about past verb (regular and irregular verbs), the English teacher to involve the grammatical rule especially in writing in the learning process more intensively which explained past verb (regular and irregular verbs) again and again, and the reader to more pay attention in producing a sentence especially in using past verb.

**KEY WORDS:** Error, error analysis, grammar, writing, narrative text

### I. INTRODUCTION

Writing is an important thing in our daily life. According to the Siburian (2013: 29), writing allows for the creation of ideas and information with written symbols and words. Through writing, the writers express their feeling, thinking and share their opinion or ideas. Writing can be a media of transformation of thoughts ideas.

In other side, writing is the most difficult skill. Writing is not only putting the words but also processing words into good sentences. Murcia and Olshtain in Al Kasawneh (2014: 86) state that writing needs a high level of language control, problem solving, generating ideas, planning, goal setting, monitoring, and assessing what has been produced.



Generally, students are not able to write the text based on the correct structures and features of the text itself. They do not know the component of writing which cannot be separated each other such as generating idea, content, syntax, organization, diction, and grammar. All those aspects can cause confusion for students and induce error.

Error relates of learners' knowledge about language because they don't know that is wrong, while a mistake is the people know that is wrong and they effort better than before. Thus, it needs a tool to identify the learners' problem by using error analysis. Error analysis is suitable to analyse grammatical error in writing. There are some previous researches that use error analysis to analyse the errors in using grammar.

In writing, narrative text is taught both in junior high school and senior high school. It is a type of texts that tells imaginative experience or imaginative story which deals with the problematic event that leads to a crisis (complication) which in turn finds a resolution (Dulay, 1982: 56). This text is taught in each grade of SMA 1 Ngadiluwih. Even though this text is interesting for the students, the English teacher in this school said that they had difficulties to write the text in appropriate grammar especially in using

simple past and past progressive. It is not easy for them to memorise regular and irregular verb in past tense.

Based on the problems mentioned above, the researcher wanted to do a research in SMAN 1 Ngadiluwih especially to students of eleventh grade by analysing the students' error in the use of simple past, past progressive, past perfect and past perfect progressive in writing narrative text.

Based on the explanation above, the researcher interested to do a research about A STUDY ON GRAMMATICAL ERROR IN WRITING NARRATIVE TEXT TO THE ELEVENTH GRADE STUDENT OF SMAN 1 NGADILUWIH ACADEMIC YEAR 2015/2016.

Based on some problems above, the main limitation of the problem is to analysis grammatical errors in past verb. The past verb divides in to the use of simple past, past progressive, past perfect, past perfect progressive. The classification of error in past verb is surface taxonomy, such us omission errors, addition errors, misformation errors and misordering errors.

Based on the scope of the problem above, the researcher decides to formulate the research question followed:

1. What kinds of errors which are made by the eleventh year students of SMAN 1

Ngadiluwih using past verb in writing narrative text?

2. What frequent error do the eleventh year students of SMAN 1 Ngadiluwih made by using past verb in writing narrative text?

Based on the research question above, the purposes of the research are formulated as follow:

1. To know the kinds of errors which are made by the eleventh year students of SMAN 1 Ngadiluwih using past verb in writing narrative text
2. To know frequent error do the eleventh year students of SMAN 1 Ngadiluwih made by using past verb in writing narrative text

## **II. METHODS**

In this research, qualitative approach is used because it can answer and explain the research problem. Qualitative research which is explained by Ary (2010: 29) understands a phenomenon by focusing on the total picture rather than it down into variables. It is deals with form of words or pictures than numbers like quantitative approach.

In short line qualitative research is a method which describes the phenomenon in the words and is not written into variables. The phenomenon in this research is grammatical errors include past verb.

In this research, it was an application of content analysis qualitative research. Content analysis design is used because the researcher wanted to describe the errors in the students writing narrative text, especially types of errors. Ary (2010: 452) states that, content analysis design research method applied to written or visual materials for the purpose of identifying specified characteristics of the material, and can be quantitative and qualitative.

It means that content analysis design uses in communication studies, uses analysis of written or visual materials, describes the characteristics of the materials and can be quantitative and qualitative. This research analyzes the written materials of students' writing in narrative text in order to identify the grammatical errors especially in past verb with classification.

## **III. FINDING AND CONCLUSION**

This research aims to comprehend and describe the grammatical errors especially in past verb with surface taxonomy classification in the student's writing narrative text and also the most frequent error of it at eleventh grade students of SMAN 1 Ngadiluwih. The school is located at Jalan Puskesmas Brangahan Kecamatan Ngadiluwih

Kabupaten Kediri. There are eighteen classes that consist of twenty two students in each class. The principal is Drs. Slamet, S. Pd. This school was chosen because narrative text had been taught in junior and students had difficulty in writing this text. Narrative text is interesting for the students, the English teacher in this school said that they had difficulties to write the text in appropriate grammar. Thus, the researcher purposed to know about students' understanding in past verb. This text was taught in eleventh grade of senior high school.

In analyzing the data of the grammatical error in writing narrative text to the eleventh grade students of SMAN 1 Ngadiluwih, the researcher would like to explain the data in two points; 1) the errors of using past verb made by the students and 2) the most frequent errors of using past verb made by the students. The researcher tried to describe the result data as clear as possible based on the research questions. First, the researcher read and analysed the texts one by one. Secondly, the researcher identified the error, and then she made data cards to classify the classification. The last, the researcher counted the percentage each type of errors to know the most frequent errors made by students.

## 1. Types of Error by Using Past Verb

To find out the type of error using past verb in narrative text made by students, the researcher used qualitative data analysis by identifying and classifying kinds of errors from each students. In past verb, there are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense with surface taxonomy such as, omission error, addition error, misformation error and misordering error. In this stage, the researcher used data cards using coding to identify that errors. Then, the researcher explains about the error. It's shown in the table below:

Table 4.1 – Past Verbs Error

No	St	01				02				03				04				T
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	21	2	1	12														15
2	22	2	1	12														10
3	23			1														9
4	24		1	2														3
5	25			3														3
6	26	1		2														3
7	27			2														2
8	28	2	1	12														15
9	29	2		4														8
10	310		2	8														10
11	311		1	2														3
12	312	1	1	8														10
13	313	2	1	10														13
14	314	1	1	10														12
15	315	2	1	13														16
16	316			1														1
17	317			10														10
18	318	2	3															5
19	319	3	12	2														17
20	320			2														2
21	321	1		8														10
22	322	2		10														12
T	32	21	12	170														219

Note:

St	Student	01	Past perfect continuous tense
T	Total	A	Omission
01	Simple past tense	B	Addition
02	Past continuous tense	C	Misformation
03	Past perfect tense	D	Misordering

Based on the table about, the researcher found two kinds of error of four kinds past verb. There were in simple past tense and in past continuous tense. The classifications of simple past tense were

omission had 21 errors, addition had 12 errors and misformation had 177 errors. The classification in past continuous tense was omission had 9 errors. Total of all errors are 219 errors.

Based on the explanation, there are some examples from the each past verbs error and their classifications:

a) Example of errors in simple past tense with the correction

1) Omission error

- ‘*Stepmother **angry**.*’ (data from S1)  
It should be, Stepmother was angry.

2) Addition error

- ‘*They **are to** came in to took gold in the cottage.*’ (data from S3)  
It should be, They came to take the gold in the cottage.

3) Misformation error

- ‘*In the morning they **walk** until they **see** a choco home, they **so** hungry and **eat** some choco.*’ (data from S2)

It should be, In the morning, they walked until they saw a choco home, they were hungry and ate some choco.

b) Example of errors in past continuous tense with the correction

1) Omission errors

- ‘*Gretel **asking** Hansel to hold a chicken bone when she heard the*

*witch wants to eat Hansel.*’ (data from S16)

It should be, Gretel was asking to Hansel to hold a chickens’ bone when she heard the witch wanted to eat Hansel.

## 2. The Most Frequent Errors by Using Past Verb

To find out the most frequent error by using past verb, the researcher counted the data from the type of error by presenting in percentage form. The pattern formulated:

$$P = \frac{fx}{n} \times 100\%$$

P : Percentage frequency of the occurrence of the errors

Fx : Total number of the frequency for each errors

N : Total number of all errors

The classifications of simple past tense are omission had 21 errors, addition had 12 errors and misformation had 177 errors. The classification in past continuous tense was omission had 9 errors. Total of all errors are 219 errors.

a) Percentage of simple past tense – omission errors:

$$P = \frac{21}{219} \times 100\% = 9.58\%$$

b) Percentage of simple past tense – addition errors:

$$P = \frac{12}{219} \times 100\% = 5.47\%$$

- c) Percentage of simple past tense – misformation errors:

$$P = \frac{177}{219} \times 100\% = 80.82\%$$

- d) Percentage of past continuous tense – omission errors:

$$P = \frac{9}{219} \times 100\% = 4.10\%$$

Based on the explanation, the most frequent of using past verb is simple past tense with classification of misformation errors. The percentage is 80.82%.

In this discussion, the researcher discusses the type and the most frequency of occurrence of the errors made by eleventh grade students of SMAN 1 Ngadiluwih in XI IPA 1 class academic year 2015/2016. The explanation of research finding correlated to the previous research as follow:

### 1. The type of errors using past verb made by eleventh grade students

From the results of data analysis above its found out that there are two types of errors from four categories of errors with classification of surface taxonomy in writing narrative text. There are simple past tense and past continuous tense. Based on the data setting above, the researcher found two kinds of error of four kinds past verb. There were in simple past tense and in past continuous tense. The classifications of simple past tense were

omission had 21 errors, addition had 12 errors and misformation had 177 errors. The classification in past continuous tense was omission had 9 errors. Total of all errors are 219 errors. The most frequency error is misformation error. This research supported a research conducted by Herlinawati (2011) entitled “Error Analysis in the Students Writing Narrative Paragraph at MTsN Pajajaran Pamulang”. She found the errors of misformation area are the most frequent errors in which the third grade students of MTsN Pajajaran Pamulang committed with 144 errors in regular verb. Moreover, it is followed by errors of misformation with 38 errors, addition with 20 errors, omission with 43 errors and misordering with 43 errors. Then, errors irregular verb followed by errors in addition with 5 errors, omission with 20 errors, 15 errors by misordering and 63 errors in misformation. Differently, according to Dewanti (2014) in her research ‘An Analysis of Grammatical Errors in Writing Narrative Text Done by the Second Semester Students at the Diploma Program English Department in Airlangga University Surabaya’, she found that errors regarding verb-verb groups are the most dominant errors (39.07 %), with the biggest number of errors are in omission of suffix –s/ -es/ -ed/ -ing (18.19 %). Then it is followed by the



miscellaneous errors (32.11 %), the errors regarding noun-noun groups (13.02 %), errors regarding preposition which amount 9.08 % and the errors regarding sentence structure occurred in percentage 6.72 %. Based on the explanation about, it can be concluded that students tend to use present verb than past verb to write the sentence in past form. It affected errors in misformation type became the most frequent error. This number is very high, so that we need to concern to solve this problem.

## **2. Frequency of occurrence of the errors using past verb made by eleventh grade students**

In this research, the frequency and percentage of errors for simple past tense focused on misformation errors is the highest among others errors. The eleventh grade students in XI IPA 1 class of SMAN 1 Ngadiluwih mostly made errors in this category. It is up to 177 errors from 219 total errors or 65.82% from total errors made by the students. Based on the result, students made error not only in simple past – omission errors but also in simple past – addition, simple past – misformation, past continuous – omission. In simple past – omission is 9.58%, simple past – addition is 5.47%, past continuous – omission is 4.10%. This research is similar with Herlinawati's research (2011). She found

that misformation error is most frequent made by students, 38 errors.

From the frequency of occurrence of the errors using past verb made by eleventh grade students above, it can be inferred that made form sentence in the right structure is the most difficult thing for the eleventh grade students in XI IPA 1 class of SMAN 1 Ngadiluwih academic year 2015/2016. It can be proved that many students often made errors in used of simple past tense (regular and irregular verbs) in the sentence.

Based on the data analysis in chapter IV in analyzing the grammatical errors in writing narrative text made by eleventh grade students of SMAN 1 Ngadiluwih in academic year 2015/2016, it can be concluded that:

In four aspects in past verb, there are two kinds of errors made by eleventh students of SMAN 1 Ngadiluwih in academic year 2015/2016. There are simple past tense and past continuous tense with the total of errors 219 errors. It means that the simple past tense and past continuous tense is difficult for the eleventh grade students. They are usually using present verb than past verb in their writing, while past perfect and past perfect and past perfect continuous tense are not using by the students. Maybe, they don't know about it.



Based the data analysis, the most frequent errors using past verb in writing narrative text made by the simple past – misformation is 80.82%. It means that eleventh grade students of SMAN 1 Ngadiluwih especially in XI IPA 1 class have difficulties in past verb, regular and irregular verb. They are usually using present verb than past verb.

The weaknesses of this research were students did errors in the same way because the researcher decided title for the all students '*Hansel and Gretel*'. The researcher thought that it made the students more focus to finishing their writing. The researcher ever wanted to make free writing in narrative text, but the students were not finishing their text because they had not any ideas.

#### **IV. BIBLIOGRAPHY**

Al Khasawneh, Fadi Maher. 2014. *Error Analysis of Written English*

*Paragraph by Jordanian Under Graduate: A Case Study*. IJELLH.

Anderson, Mark and Anderson, Katty. 2003. *Text Types in English 3*. Australia: Macmilan.

Ary, Donald. 2010. *Introduction to Research in Education: Eight Editions*. USA: Wadsworth Cengage Learning.

Azar, Schrampter Betty. 2002. *Understanding and Usig English Grammar: Third Edition*. England: Longman.

Brown, H Douglas. 2002. *Teaching by Principles (second edition)*. San Francisco: Longman.

Dulay, Heidy and Burt, Martha and Krashen, Stephen.1982. *Language Two*. New York: Oxford University Press.

Siburian, T. A. 2013. *Improving Students' Achievement on Writing Descriptive Text Thought Think – Pair – Share*. IJLLALW.