

## **An Error Analysis of Writing Narrative Text to the Ninth Grade Students at SMP Negeri 2 Tabanan**

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### **ABSTRACT**

*The research aimed to analyze the error of writing narrative text to the ninth grade students at SMP Negeri 2 Tabanan. The method used in this research were qualitative and quantitative research method. The subject of this research was the English teacher and the ninth grade students of SMP Negeri 2 Tabanan which were consisting of 34 students. The data were collected by utilizing the technique of observation, interview and documentation. The technique used of analyze the data were qualitative data analysis which consisting of data reduction, data display, conclusion and verification. The result indicated that the mean percentages of student errors including omission, addition, misformation and misordering respectively were 7%, 4%, 28% and 3%. In conclusion, the students were still confused to use regular and irregular verb, verbal and nominal sentences, the usage of pronouns and distinguish verbs, nouns and adjectives cause of the students lack knowledge. This research suggested to be more creative in teaching English especially in the use of teaching media and approached the students individually for the teacher, and students are also more creative to searching any information related to the study due to the advancement of technology.*

**Keywords:** *error analysis, writing, narrative text*

### **ABSTRAK**

Penelitian ini bertujuan untuk menganalisa kesalahan dalam menulis teks naratif untuk siswa kelas IX SMP Negeri 2 Tabanan. Metode yang digunakan pada penelitian ini adalah metode penelitian kualitatif dan kuantitatif. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas IX SMP Negeri 2 Tabanan yang berjumlah 34 siswa. Pengumpulan data dilakukan dengan teknik observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan adalah analisis data kualitatif yang terdiri dari reduksi data, penyajian data, penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa rata-rata persentase kesalahan siswa yang meliputi penghilangan, penambahan, misformasi dan kesalahan urutan berturut-turut adalah 7%, 4%, 28% dan 3%. Kesimpulannya, siswa masih bingung untuk menggunakan kata kerja beraturan dan tidak beraturan, kalimat verbal dan nominal, penggunaan kata ganti orang dan membedakan kata kerja, kata benda dan kata sifat yang disebabkan oleh kurangnya pengetahuan siswa. Penelitian ini menyarankan untuk lebih kreatif dalam mengajar bahasa Inggris terutama dalam penggunaan media pengajaran dan mendekati siswa secara individu untuk guru, dan siswa juga lebih kreatif untuk mencari informasi yang berkaitan dengan studi karena kemajuan teknologi.

**Kata kunci:** *analisa kesalahan, menulis, teks naratif*

**Keywords:** *error analysis, writing, narrative text*

### **1. Introduction**

English learning become one of goals in Indonesian education that must be achieves by the students. Mastering English language is different with mastering Indonesian language. In English there are a lot of subjects in part of learning besides grammar, vocabulary, pronunciation, reading, speaking, listening and many more. Writing is one of English subject that must be mastered by the

students. Safitri (2019 :17) argues that writing is an activity to express the content of writing into a good composition by considering the aspect of the writing. Phuket and Normah Wahyuni and Antoni (2019 :69) states that mastering English writing skill is not easy specifically for English language learners as non-native speakers. Most of non-native speakers of English language learners tend to make error in writing. However, English writing skill must be mastered by every student as a goal of education. The students are demanded to be able to express their feeling and thinking through writing and a good literature which made in a good process in writing.

There are many genres to express writing skill, one of them is narrative text. Susanti (2017 :15) states that narrative text is a text or essay that deliver story or something chronological happened. The aims of narrative text are to amuse and entertain the reader. So that, the contents must be created interestingly. Meanwhile, narrative story is a story that happened in the past and it entertain something to the reader. Most of them shows the moral value in the end of the story. This kind of text aims to express our imagination of something unrealistic in real life and imagination to enhance students' interest in writing.

In this research, the researcher found the students lack in writing narrative text in which the observation was done to the ninth grade students at SMP N 2 Tabanan. The cases were found in the ninth grade in which many students still carried out some errors especially on writing narrative text. The errors were found in the use of was or were, regular and irregular verb and the placement of pronouns. The cases indicate that many students in the ninth grade were still confused in writing narrative text hence the researcher intends to find out the typical error and to analyze the error in order to find out the appropriate method for students.

After finding the cases of students' errors in writing narrative text, the researcher intends to apply error analysis to analyze the student errors in writing narrative text. Brown (2000 :218) states that error analysis is an error of learner words, phrases or sentences which are able to be observed, analyzed and. The researcher realizes that one of difficulties in learning English is writing. In writing the students are demanded to done the big process of thinking to create an interesting product in the correct structure. While on the process of thinking, error is very usual in writing process as a step of improving a knowledge. Therefore, error analysis is able to be the key to find out the lack of student ability and the error types of writing narrative text by the students.

There are several types of error in learning written language. According to Dulay et. al (1982 :150), in surface strategy taxonomy, error analysis is divided into four types, consisting of: omission, addition, misformation and misordering. Vera (2020 :14) states that omission is the absence of necessary item which should appear in a well-formed of utterance. In omissions indicated by the deletion of certain necessary item that should be appear in an utterance or sentence. Addition is an opposite of omission, Vera (2020 :15) argues that addition is considered to be the presence of an item that should not appear in the well-formed of utterance. Addition is the usage of unnecessary item in the sentence. According to Azmi (2016 :30), misformation errors are characterized by use of the wrong morphemes or structure. It can be noticed that misformation is dedicated by the usage of wrong structure or morphemes in a structure of writing. Azmi (2016 :31) states that misordering is the incorrect placement of a morphemes or group of morphemes in a sentence. In this case, the learners make sentence incorrect order.

Based on the fact above, the researcher intends to apply the research entitle *an Error Analysis of Writing Narrative text to the Ninth Grade Students at SMP Negeri 2 Tabanan.*

## **2. Research Method**

This research utilized qualitative and quantitative research method. The researcher conducted to find out the types of students' errors in writing narrative text. Qualitative research method was used to analyzed the students errors in writing narrative text and quantitative research method was used to counted the total errors and found out the result of the errors in percentage. The subjects of this research were 34 students of the ninth grade students at SMP Negeri 2 Tabanan in the Academic Years of 2020/2021 which consisting of: 16 females and 18 males. The instrument used in this research were observation sheet which used to observe the types of errors by students, interview guideline which used to guidance the interview process done effectively and smartphone and laptop which used to collecting the students document of writing narrative text from google classroom. The data collecting techniques of this research were observation, interview and documentation.

The data analysis technique is the process of systematically gather the data to find out the conclusions. Miles and Huberman (1994 :10) states that analysis consisting of three current flows of

activity: data reduction, data display and conclusion or verification. The data in this research were analyzed qualitatively and quantitatively. The qualitative data used to describe the result of observation and interview. The quantitative data were utilized to find out the mean of the total errors from each types.

To analyze the percentage, the researcher uses percentage formula (Sudijono in Dewi 2018 :38) as follow:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage of the error

F = Frequency of the error

N = Number of the sentences (total of the sentences)

To analyze the average, the researcher uses the *mean* formula (Sudjana in Kurotun 2015 : 37) as follow:

$$Mean = \frac{\sum xi}{n}$$

Notes:

$\sum xi$  = The total of the score or percentages

N = Number of students (total of the students)

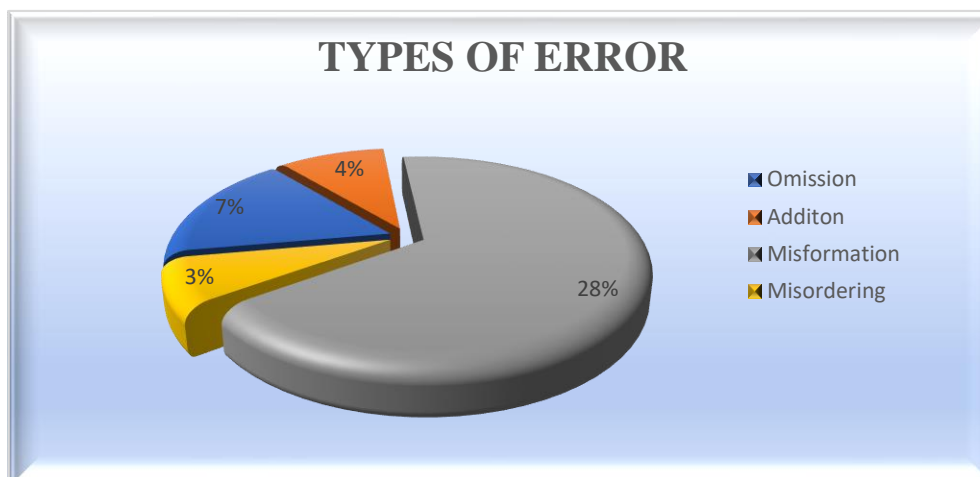
### **3. Research Findings and Discussions**

#### **3.1 Research Findings**

The researcher conducted some process to collect the data. First, the researcher conducted pre-observation and interview to English teacher and some students of the ninth grade toward the students's problems in writing narrative text. In pre-observation, the researcher found that students were still confused in using the regular and irregular verb. The students were also still confused in utilizing pronouns, including personal pronoun, objective pronoun and possessive pronoun. It was also found that the students were confused in the use of verbal and nominal sentences due to the meaning of the words. In addition, students were still difficult to distinguish verbs, adjectives, and nouns although the teacher used interesting media.

Second, the result of interview toward English teacher indicating that the students were more interesting in listening narrative text than making text. The teacher added that many students were still unconfident to use verbal and nominal sentences, especially in using *was* or *were* and the change of verbs. In creating narrative text, the students did not master the structure very well and the language features to create a good story. The teacher also explained that many students did not master the use of noun, adjective and verb.

Moreover, the result of the interview to the students indicated that they were not confident to create narrative paragraph although the students interesting to narrative text. The students were often confused in using simple past tense, especially the use of *was* or *were* and the change of *verb 1* to *verb 2*. The students explained that they did not master the genre of narrative text so they were not confident to create it. The used of pronouns also influenced students difficulties, especially when they have to use *I, you, they, we, he she, and it* as the personal pronoun and *me, you, them, us, him, her and its*. Some of the students argued that they were lack in mastering vocabulary.



Gambar. 1 Types of Error

The data collected and calculated from observation 1, observation 2 and observation 3 obtained errors in omission, addition, misformation and misordering respectively 7%, 4%, 28% and 3%. The errors were caused by the students' lack of the usage of *regular* and *irregular verb*, *verbal* and *nominal sentences*, *to be*, *was* or *were* and the utilization of *pronouns*. Moreover, this happened because of the lack of student knowledge to make a text. In addition, the confidence of student was also still low in writing narrative text.

### 3.2 Discussion

The error analysis suggested four classifications as proposed by Dulay, et. al theory (1982 :150) in students writing narrative text. The four types including: omission, addition, misformation and misordering. There were the classifications based on the highest error of the students writing narrative text consisting of: First, the researcher found 28% error of misformation. The students mostly performed these errors due to the misuse of verbs especially the change of *verb 1* to *verb 2* in the text. Many students were also still difficult to distinguish *was* or *were* in the sentences. The placement of pronouns were also become the students problem in writing narrative text. The second, it was found 7% error of omission. The students mostly forgot something necessary in the sentences. Most of students were still confused in the utilizing of *to be* and *was* or *were* for nominal sentences, conjunction and some words which is necessary in the sentences. The third, it was found 4% error of addition. The students mostly added something unnecessary in the sentences. The students were still confused the usage of *to be*, *was* or *were* in verbal and nominal sentences which is unnecessary in the sentence. The last, it was found 3% error of misordering. This error was the lowest error percentages than omission, addition and misformation. In misordering students translated the sentence based on Indonesian structure. The students mostly created sentences in incorrect order.

In the discussion the error analysis of writing narrative text were explained previously. After the researcher conducted the process of learning English with the students, the researcher collected data and concluded that were all students made error in their writing narrative text. This problem was found by the researcher based on the result of errors that were analyzed by using observation sheet. Based on collecting data was conducted by the researcher, students felt confused when they translated between Indonesia to English or rather. In addition, students could not understand on English structural especially using tenses when they wrote Narrative text. So, they did not pay attention on tenses in their writing. The change of *verb 1* to *verb 2* was also forgotten by students in writing narrative text. The usage of *to be*, *was* or *were* for verbal and nominal sentences also did not added by students. In addition, the students were also difficult to distinguish verbs, adjectives and nouns. Moreover, pronouns were also become a student problem, the students unconsciously made a wrong placement of personal pronoun, objective pronoun and possessive pronoun.

Therefore, Error analysis is important because this method is able to help English teacher found the next media or technique to teaching writing and help students to found difficulties in made a text.

From the explanation above, it can be stated that the researcher found the students error by using observation sheet. The data collected and calculated from observation 1, observation 2 and observation 3 obtained errors in omission, addition, misformation and misordering respectively 7%, 4%, 28% and 3%. The errors were caused by the lack of the usage of *regular* and *irregular verb*, *verbal* and *nominal sentences*, *to be*, *was* or *were* and the utilize of *pronouns*. Moreover, this happened cause the lack of student knowledges to make a text. In addition, the confidence of student was also still low in usage English.

From this study, the researcher conducted the result of this research are expected to be useful for the theory development especially for writing narrative text. This research is also expected to be useful for teacher and students in decreased the student errors in writing. The researcher also expected this research could be used as references in next research about types errors based on others expert and different text. The purpose of this research to supported other research and find out the solution to solve error problems that made by students in Indonesia especially by utilizing the interesting teaching technique for students, so that students could learned in fun way.

### **3. Conclusion**

Based on the research findings and discussion, the researcher concluded that the errors including omission, addition, misformation and misordering were still found in students' writing narrative text. The result of error analysis in writing narrative text was made by students showed that 28% error of misformation which was the highest percentages, and followed by 7% error of omission, 4% error of addition and 3% error of misordering which was the lowest percentages. Most of error made by students were the error in the use of regular and irregular verb, utilizing was or were as the structure of the verb, the usage of verbal and nominal sentences and wrong placement of pronouns. The students were also unconfident in writing narrative text due to the students lack knowledge.

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