

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

**IMPROVING GRAMMAR MASTERY THROUGH AN ANALYSIS  
OF THE TENTH GRADE STUDENTS' ERROR IN WRITING  
NARRATIVE TEXT AT SMK NEGERI 5 JEMBER  
IN THE 2015/2016 ACADEMIC YEAR**

Fidiyaturrohma, Aulia. 2016. *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.* Thesis. English Education Program, Faculty of Teacher Training and Education, / University of Muhammadiyah Jember. Advisors:(1) Prof. Suparmin, MA.(2) Indri Astutik, M.Pd.

**Key Word:** Grammar Mastery, An analysis of the Tenth grade students' Error in writing Narrative Text

Grammar is one important component to study English beside pronunciation and vocabulary. Many students think that grammar is difficult for them. They cannot memorize all of the grammar formula and they also cannot use the correct grammar in writing text. It is necessarily to be taught in vocational high school by using suitable technique so the students know how to use the correct grammar and how to construct the sentences with the correct grammar in writing text. Therefore, it is important to do a research entitled "Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year" as an effort to solve this problem.

The problem of this research was How can the use of an Analysis of the Tenth Grade Students' Error in Writing Narrative Text improve Grammar Mastery at SMK Negeri 5 Jember in the 2015/2016 Academic Year?, while the objective is the use of An Analysis of the Tenth Grade Students' Error in Writing Narrative Text can improve Grammar Mastery at SMK Negeri 5 Jember in the 2015/2016 Academic Year. From the problem and the objective above, the hypothesis could be formulated

***Aulia Fidiyaturrohma, et al., Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

as an analysis of the Tenth Grade students' error in writing narrative text can improve grammar mastery at SMK Negeri 5 Jember in the 2015/2016 Academic Year by making students more interested in learning grammar.

This research was conducted at X PMT 2 of SMK Negeri 5 Jember using classroom action research. This class consisted of 34 students. This research used English teacher interview, pretest on writing and pretest on grammar as the preliminary data. There were two instruments used to collect the data, namely: observation checklist and grammar mastery test.

In the implementation of the cycle 1 and 2, the students wrote narrative text and the researcher analyzed the students' writing error. The student knew which error sentences were and knew how to correct it. In cycle 1, the percentage of student who could achieve the minimum standard score 66 is 32.4% and in cycle 2, the students who could achieve the minimum standard score 66 is 88.23%.

Based on the research result, it could be concluded that an analysis of students' error in writing narrative text could improve the students' grammar mastery at SMK Negeri 5 Jember in the 2015/2016 Academic Year.

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

**MENINGKATKAN PENGUASAAN TATA BAHASA MELALUI ANALISA DARI KESALAHAN SISWA KELAS SEPULUH DALAM MENULIS TEKS NARATIF DI SMK NEGERI 5 JEMBER TAHUN PELAJARAN 2015/2016**

Fidiyaturrohma, Aulia. 2016. *Meningkatkan Penguasaan Tata Bahasa Melalui*

*Analisa dari Kesalahan Siswa Kelas Sepuluh dalam Menulis Teks Naratif di SMK Negeri 5 Jember Tahun Pelajaran 2015/2016.* Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Prof. Dr. Suparmin, MA.(2) Indri Astutik, M.Pd.

**Kata Kunci** : Penguasaan Tata Bahasa, Analisa dari Kesalahan Siswa Kelas Sepuluh dalam Menulis Teks Naratif

Tata bahasa adalah salah satu komponen terpenting untuk mempelajari bahasa Inggris selain pengucapan dan kosa kata. Banyak siswa berfikir bahwa tata bahasa sulit untuk mereka. Mereka tidak dapat menghafalkan semua rumus tata bahasa dan mereka juga tidak dapat menggunakan tata bahasa dengan benar dalam menulis teks. Itu penting untuk diajarkan di SMK dengan menggunakan teknik yang sesuai jadi siswa mengetahui bagaimana cara menggunakan tata bahasa yang benar dan bagaimana cara menyusun kalimat-kalimat dengan menggunakan tata bahasa yang benar dalam menulis teks. Oleh karena itu, ini penting untuk mengadakan sebuah penelitian yang berjudul “Meningkatkan Penguasaan Tata Bahasa Melalui Analisa dari Kesalahan Siswa Kelas Sepuluh dalam Menulis Teks Naratif di SMK Negeri 5 Jember Tahun Pelajaran 2015/2016” sebagai upaya untuk menyelesaikan masalah ini.

Masalah penelitian ini adalah Bagaimana menggunakan Analisa dari Kesalahan Siswa Kelas Sepuluh dalam Menulis Teks Naratif dapat meningkatkan Tata Bahasa di SMK Negeri 5 Jember Tahun Pelajaran 2015/2016?, sedangkan tujuan

***Aulia Fidiyaturrohma, et al., Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

penelitian ini adalah menggunakan Analisa dari Kesalahan Siswa Kelas Sepuluh dalam Menulis Teks Naratif dapat meningkatkan Penguasaan Tata Bahasa di SMK Negeri 5 Jember Tahun Pelajaran 2015/2016. Dari masalah dan tujuan diatas, hipotesis dapat dirumuskan Analisa dari Kesalahan Siswa Kelas Sepuluh dalam Menulis Teks Naratif dapat meningkatkan Tata Bahasa di SMK Negeri 5 Jember Tahun Pelajaran 2015/2016 dengan membuat siswa- siswa lebih menarik dalam belajar tata bahasa.

Penelitian ini diadakan di kelas X PMT 2 di SMK Negeri 5 Jember menggunakan Penelitian Tindakan Kelas. Kelas ini terdiri dari 34 siswa. Penelitian ini menggunakan wawancara guru bahasa Inggris, pretest dalam menulis dan pretest dalam tata bahasa sebagai sebagai data preliminar. Ada dua instrument yang digunakan untuk mengumpulkan data , yaitu observasi checklist dan tes tata bahasa.

Dalam pelaksanaan siklus 1 dan siklus 2, siswa-siswa menulis naratif teks dan peneliti menganalisa kesalahan menulis siswa. Siswa mengetahui kalimat-kalimat yang salah dan mengetahui bagaimana cara memperbaikinya. Di siklus 1, persentase dari siswa yang dapat mencapai nilai standar minimal 66 adalah 32.4% dan di siklus 2, siswa dapat mencapai nilai standar minimal 66 adalah 88.23%.

Berdasarkan pada hasil penelitian , dapat disimpulkan bahwa Analisa dari Kesalahan Siswa Kelas Sepuluh dalam Menulis Teks Naratif dapat meningkatkan Penguasaan Tata Bahasa di SMK Negeri 5 Jember Tahun Pelajaran 2015/2016.

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

**Introduction**

Grammar is one important component to study English beside pronunciation and vocabulary. According to Cowan (2008:3) grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.

Many students say that grammar is not an important thing to study English. The most important thing is how we can speak fluently. When we speak, we do not pay attention about grammar because it will make us confused and afraid to say anything to other students.

In fact, we also need grammar to study English such as writing, reading, listening and speaking. Grammar can help us to make good sentences. According to Williams (2005:53) grammar deals with structure and analysis of sentences.

Grammar can help the students to write the sentences clearly. The rule of grammar can help us to put the subject, verb, object, preposition, noun and adjective so the sentences will

have a good meaning and easy to understand for the reader.

Grammar also helps the students to speak very well and easy to understand for the listener. Thornbury (2011:4) says grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking.

The problem is also found in a lot of classes at school. As what was observed in SMK Negeri 5 Jember, most of the tenth grade student failed in understanding grammar. They were confused about possessive, singular/plural, preposition, article, simple past tense, past continuous tense and modal auxiliary verb.

Based on the rationale, the researcher is interested in conducting a research on grammar topic to find out if the implementation of an analysis of the Tenth Grade Students' Error in Writing Narrative text will help the students to improve their grammar mastery.

According to Wu and Garza (2014:1256) error analysis is a type of approach to analyze a second/foreign

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

language learners' speech or writing performance.

While Crystal (1987:112) in Hasyim (2002:43) states that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. Using error analysis, the teacher will get overall knowledge about the student's error in teaching learning process and error analysis can show the grammatical errors such as article, possessive, singular/plural, preposition, simple past tense, past continuous tense and modal auxiliary verb. According to Williams (2005:2), grammar is the formal study of the structure of a language and describes how words fit together in meaning construction.

Based on the rationale, the researcher is interested in conducting a research on grammar topic to find out if the implementation of an analysis of the Tenth Grade Students' Error in Writing Narrative text will help the

students to improve their grammar mastery. The research will be conducted at SMK Negeri 5 Jember.

### **Research Method**

The design of this research is classroom action research. The Classroom Action Research (CAR) conducted in the classroom is to improve the teaching quality by giving the technique in teaching and learning process. In this research the technique used aims to know how an analysis of students' error is able to improve grammar mastery achievement of the tenth grade students at SMK Negeri 5 Jember.

Elfanany (2013:5) says classroom action research is a practical research intended to improve learning in the classroom.

This research is conducted at SMK Negeri 5 Jember. The research subjects of this research are the students of tenth grade in the 2015/2016 Academic Year. The researcher chooses X PMT 2 as the research subject because this class has problems with grammar mastery.

Arikunto (2013:131) states model of action research developed by

Kurt Lewin is based on the basic concept that a classroom action research consists of four components that also shows steps:

- (a) planning
- (b) acting
- (c) observing, and
- (d) reflecting.

• **Preliminary Study**

The researcher did preliminary study to get the preliminary data and information about the subject of the research. The researcher chose the students of X PMT 2 because it was the lowest class in understanding grammar. There were 37 students in the class X PMT 2 but 3 students had moved to another school so X PMT 2 was 34 students. They were 8 males and 26 females. The researcher did preliminary study on March 24<sup>th</sup>, 2016 to April 14<sup>th</sup>, 2016. The researcher interviewed the English teacher on March 24<sup>th</sup>, 2016. The researcher did observation on March 31<sup>th</sup>, 2016. The researcher gave pre test on writing on April 7<sup>th</sup>, 2016 and pretest on grammar on April 14<sup>th</sup>, 2016.

**1. Planning**

The planning of the actions are

1. choosing the topics based on the genre that is narrative text for teaching grammar which is suitable to the Curriculum 2013 for vocational high school.
2. constructing the lesson plans for the cycle.
3. selecting the narrative text from the books.
4. constructing grammar mastery test for the cycle.

**2. Acting**

Acting is implementing some actions that have been planned systematically to improve the quality of teaching learning process in the classroom. The action given is teaching grammar by using an analysis on students' error. The implementation of the cycle is based on the lesson plan for three meetings and then follows by grammar mastery test. By giving the grammar mastery test, the researcher will know the result of students' grammar learning in the classroom.

## **2. Observing**

As stated by Arikunto (2013:139) observing is an implementation of the observing by the observer. Observing is important for the researcher. It is used to monitor whether or not the teaching learning through an analysis on students' error is effective in developing students' grammar mastery.

## **4. Reflecting**

The researcher evaluates the result of action in order to know whether the actions given are successful or not. The cycle is stopped if the target of the research has been achieved. But if it has not been achieved the target score, the researcher should continue to the next cycle. This research will be successful if more than 75% of the students can achieve the minimum standard score requirement that is 66.

To count this research is successful or not, the researcher use the formula is as follows:

$$E = \frac{n}{N} \times 100\%$$

Note :

E = the percentage of student who score  $\geq 66$  in grammar mastery.

n = the number of the students who score  $\geq 66$  in grammar mastery.

N = the total number of students

(Adopted from Ali, 1993:186 in Asti, 2014:38)

The technique used in collecting the data is writing narrative text worksheet and grammar mastery test.

The researcher uses on observation checklist in this research.

Writing narrative text worksheet and grammar mastery test should have validity and reliability because they are characteristic of a good test. A good test is test that can be trusted and accurate in the research.

### **• Validity of the Test**

Validity of the test is very important to measure the instrument in classroom action research. Arikunto (2013:211) writes validity is a measure that indicates the levels of validity or validity of an instrument. The researcher uses content validity.



• **Reliability of the Test**

According to Arikunto (2013:221) reliability refers to the idea that an instrument is trustworthy enough to be use as tool for collecting data.

To know whether the test is reliable or not, the researcher uses Product moment because Product moment shows whether or not the correlation between two variables. The formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note :

$r_{xy}$  = Co-efficient of correlation between X and Y variable.

$N$  = The total of students

$\sum X$  = Sum of the students' correct answer of the odd number

$\sum Y$  = Sum of the students' correct answer of the even number

$\sum X^2$  = Sum of  $X^2$  score of the odd number

$\sum Y^2$  = The total score of y square

$\sum XY$  = Sum of the students' correct answer of odd & even number.

(Adopted from Arikunto, 2013: 213)

Then to know the index reliability, the researcher use Spearman-Brown's formula because the form of the test is multiple choice and the test should divided into two groups. They are even number and odd number. The formula as follow :

$$r_{11} = \frac{2xr_{1/2 \ 1/2}}{(1+r_{1/2 \ 1/2})}$$

Note:

$r_{11}$  = The reliability of the test

$r_{1/2 \ 1/2}$  = Correlation from split half method

(Adopted from Arikunto, 2013: 223)

According to Purwanto

(2013:139) the coefficient criteria of correlation that can be shown from the interpretation are as follows:

0, 00 – 0, 20 = Very Low

0, 21 – 0, 40 = Low

0, 41 – 0, 70 = Medium

0, 71 – 0, 90 = High

0, 91 – 1,00 = Very High

Based on the calculation of the try out result, it is known that the correlation of reliability test is 0.82. It means that the test has high

correlation, so the items of the test are reliable and valid to use.

• **Difficulty Level of Grammar test**

Difficulty level of the test item is used to know whether the test items are appropriate with the students. And to know the difficulty level of the test the researcher uses this formula:

$$DL = \frac{U+L}{T}$$

Note:

DL = The Difficulty level index

U = The total number of the upper group answer

L = The total number of the lower group answer

T = The total number of upper group and lower group

(Adopted from Purwanto, 2013: 119)

If the test item's score of difficulty level  $< 0.10$  it means that the test items are too difficult. And if the test item's score of the difficulty level  $> 0.90$  it means the test items are too easy.

• **Discriminating Power**

To know the discriminating power of the test items, the researcher has to divide the students into upper and lower group, the formula is:

$$DP = \frac{U-L}{1/2 T}$$

Note:

DP = Discriminating power

U = The total number of upper group

L = The total number of lower group

T = The total number of upper and lower group

(Adopted from Purwanto, 2013: 120)

If the score of DP zero (0) or minus (-) the question must be omitted or revised because it cannot differ the upper students and lower students.

**Discussion**

This research was conducted to the Tenth grade students at SMKN 5 Jember in the 2015/2016 Academic Year. There were two cycles and each cycle consisted of three meetings. Each meeting took 45 minutes.

### **The Description of Action in Cycle 1**

As the researcher mentioned before that each cycle consisted of three meetings, they were two meetings for implementing the actions and the last meeting was used for testing the students' grammar mastery. The implementation of the action was based on the lesson plan constructed collaboratively with the English teacher.

The first meeting was done on April 28<sup>th</sup>, 2016 from 10.15 to 11.00 a.m. The researcher explained about Narrative Text. After that the students wrote Narrative Text about three paragraphs or 100-250 words about Timun Mas and submitted the text to the researcher.

The second meeting was done on April 28<sup>th</sup>, 2016 from 11.00 to 11.45 a.m. The researcher took two of the students' writing assignments. In the first writing assignment, she corrected them and then she explained them by using power point in front of the class. She explained which wrong sentences were and which correct sentences were. The researcher also gave error

correction so the students would know which wrong sentences were and how to correct them.

The third meeting was done on April 12<sup>th</sup>, 2016 from 10.15 to 11.00 a.m. The researcher gave grammar test to student.

### **The Description of Action in Cycle 2**

Since the result of the action in Cycle 1 had not achieved the target of the research yet, the action in cycle 2 was implemented.

The reason why the students did not achieve the minimum standard of 66 in cycle 1 was some of the students were still confused about the Past Tense and Past Continuous tense. They were also confused about other grammar points such as preposition, possessive adjective/pronoun, singular/plural, article, and modal auxiliary verb.

In cycle 2, the researcher and the English teacher discussed the lesson plan. The researcher used the same technique and the same topic that was an analysis of the students' writing error and Narrative text. But the

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

researcher explained Past Tense and Past Continuous Tense before the students wrote the text.

The first meeting was done on May 12<sup>th</sup>, 2016 from 11.00 to 11.45 a.m. The researcher explained Past Tense and Past continuous Tense for 5 minutes. Then the students wrote narrative text about Bawang Putih and Bawang Merah by using correct grammar.

The second meeting was done on May 19<sup>th</sup>, 2016 from 10.15 to 11.00 a.m. The researcher gave back their writing assignment. The researcher chose two texts from their assignment and explained them in Power Point.

The third cycle was done on May 19<sup>th</sup>, 2016 from 11.00 to 11.45 a.m. The researcher gave test to the students.

### **The Result of the Research**

#### **• The Result of Cycle 1**

The result in Cycle 1 could not achieve the minimum standard score of 66 and less than 75% students who could achieve it. This research was not successful because only 31.25 % of the

students could achieve the minimum standard score of 66 and 68.75% of the students could not achieve it

#### **• The Result of Cycle 1**

The research in cycle 2 was successful because the students who could achieve the minimum standard score of 66 was more than 75%. That was 90.9%.

Based on the result of this research, an analysis of the students' error in writing Narrative Text can improve grammar mastery at SMK Negeri 5 Jember in the 2015/2016 Academic Year. It can be improve because error analysis can help the student to identify which sentences are wrong in their writing narrative text and how to correct them.

Error analysis has important part to analyze the students' writing narrative text in teaching learning process because it is able to show the errors to the students and the students more understand how to construct the sentences with correct grammar. The

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

student can also learn from their errors.

According to Abdulah (2013:10) the Error Analysis method is an effective way to trace and identify the students' errors especially with respect to the errors on the use of the simple present tense and the simple past tense.

Error analysis is effective technique to teach the students who learn English very well. The students are more active to think in the classroom and enthusiastic in teaching learning process. They are easy to study grammar through error analysis because they can apply it in their writing paragraph.

The researcher found that most of the Tenth grade students PMT 2 did not understand grammar yet, for example they could not distinguish between regular verb and irregular verb in writing narrative paragraph. They could not understand about singular/plural, possessive, article, preposition and modal auxiliary verb. They often made errors in writing paragraph.

This problem was similar with the previous study from Taher (2011) with entitle Error analysis A study of Swedish junior high school students' texts and grammar knowledge. He found that there are 81 errors from the students, 45% were related to verb tense, 26% were related to the use of prepositions, 10 % were related to 3<sup>rd</sup> person singular –s of a verb, 13% were errors of addition ( The students had added an incorrect ending to a word as in “woked up”.) and 6% errors were of cases where the students must have overused a phrase (The student has used “don“t” for a singular noun.).

### **Conclusion and Suggestion**

- **Conclusion**

The use of an analysis of students' writing error in Narrative text is able to improve the tenth grade students' grammar mastery at SMK Negeri 5 Jember in the Academic Year of 2015/2016. They can improve their grammar mastery by applying grammar through writing narrative text and by learning from their errors when

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

the researcher explains their errors and give correction to them in front of the class.

will not bore because they do not need a lot of assignment at school.

**Suggestion**

The result of the research showed that the implementation of an analysis of the students' writing error can improve the students' grammar mastery. By considering the result of the research, some suggestions are given to the English teacher, the students and other researcher.

**3. The Other Researchers**

This research result hopefully can be used as reference and source of information for other researchers. It is also expected for other researchers to conduct similar kind of this research but in different objective.

**1. The English Teacher**

An analysis of the students' writing error in narrative text can improve the students' grammar mastery, so the English teacher is suggested to apply it during teaching and learning process in the classroom.

The teacher can show the grammatical error and give error correction to the students.

**2. The Students**

The students can apply their grammar through narrative text and learn from their error. The students

**Aulia Fidiyaturrohma, et al., *Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year.***

**References**

- Abdullah, Ahmad Taufik Hidayat bin. 2013. Error Analysis on the Use of the Simple Past Tense in Writing Essays among TESL College Students. *International Journal of Education and Research*, 1(12):1-12. (18<sup>th</sup> ed). Bandung: PT Remaja Rosdakarya.
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta.
- Asti, Ina Purwita. 2014. *Improving Students' Grammar Mastery Using Group Investigation Method At SMPN 2 Jelbuk Jember in The Academic 2014/2015 Academic Year*. Jember: Program Sarjana Universitas Muhammadiyah Jember.
- Cowan, Ron. 2008. *The Teacher's Grammar of English* (1<sup>st</sup> ed.). United States of America: Cambridge University Press.
- Elfanany, Burhan. 2013. *Penelitian Tindakan Kelas* (1<sup>st</sup> ed.). Yogyakarta: Araska.
- Hasyim, Sunardi. 2002. Error Analysis in the Teaching of English, *Universitas Kristen Petra*, 4(1):42-50.
- Purwanto, M. Ngalim. 2013. *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran*
- Taher, Amani. 2011. Error analysis A study of Swedish junior high school students' texts and grammar knowledge. *UPPSALA UNIVERSITET*.
- Tornburry, Scott. 2014. *How to Teach Grammar* (15<sup>th</sup> ed.). Malaysia: Pearson Education Limited.
- Williams, James D. 2005. *The Teacher's Grammar Book* (2<sup>nd</sup> ed.). United States of America: Lawrence Erlbaum Associates.
- Wu, Hsiao-ping & Garza, Esther V. 2014. Types and Attributes of English Writing