ABSTRACT

Ajisaka, Gilang. 2021. A Descriptive Study on the Errors in Narrative Text of the Second Year Student of SMPN 2 Cluring in the Academic Year 2018/2019. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors :(1) Indri Astutik, M. Pd. 2) Anita Fatimatul Laeli, M. Pd.

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Students made various errors in constructing writing. Knowing about the kinds of errors made by the students is always not enough to help the students with their problems of writing. Since errors can be caused by many factors, it is crucial to find out as well as describe what the factors are.

The researcher has conducted a short interview with the teacher regarding their English skills. They stated that among the English skills, writing becomes the most difficult skill to be learned. The problems they faced were mostly about the tenses that applied in narrative texts. In the other words, the students still get difficulties in constructing grammatical sentences in English. Therefore the researcher is conducting a study entitled ''A Descriptive Study on the Errors in Narrative Text of the Second Year Student of SMPN 2 Cluring in the Academic Year 2018/2019''.

In this research, the problems are "1. What kinds of errors do the students make? '' and "2. What are the causes of errors that are made in students narrative text writing?''. The objectives of this research referring to the research problems are to know what kinds of error the student make and to know the reason why the students made error in narrative text writing. Hopefully, the result of this research can be used for data source for academic institutional and teachers and give a direction for teacher to develop students` ability in writing narrative text and improving the qualities of teaching and learning process as well.

The design of this research was descriptive qualitative research. The research subject was VIII C class consisting of 32 students. The data were collected using test and interview and the instrument used were test items and interview guide text. In order to analyze the data of students' narrative text errors, percentage formula was used. The results of the interview were analyzed with the theory of error Analysis and Second Language strategies and "A Non-Contrastive Approach to Error Analysis" and used as supporting data.

After collecting the students' narrative writing, the student's sentences were identified and described. There were 129 error sentences found in all of students' narrative writing, they were 13 errors in Omission (13.97%), 5 errors in Addition (5.37%), 66 errors in Misformation (70.96%) and 9 errors in Misordering 9.67%). from the interview, English Grammar is not explicitly taught so that important rules such as the use of past participle many students do not know. This resulted in students writing narrative text using rules in native language. Most other errors are also caused by interlingual transfer, carelessness and a lack of understanding of the rules of the target language.

Based on the research result, it can be concluded that Misformation is the most common error in narrative text that student made t at SMPN 2 Cluring in the 2018-2019 academic year.