

# A DESCRIPTIVE STUDY ON THE ERRORS IN NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMPN 2 CLURING IN THE ACADEMIC YEAR 2018/2019

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## Abstract

The objectives of this research are to know what kinds of error the student make and to know the reason why the students made error in narrative text writing. 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. 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.

**Key words:** Descriptive study, Error, Narrative text

## Introduction

Today, English is very important to be mastered because most people in the world use it to communicate and to absorb knowledge, culture and technology. According to Brumfit (1994, p.3) English is a world language because its speakers are widely distributed throughout the world. In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing.

The demand of good writing skill in the modern world obligates the students to be good writers both in their native language and in English as an international

language. According to Lems, Miller and Soro (2010, p.194) writing as one of the English skills plays an important role in some areas of education; whether it is for a language arts, social studies, science, or math class, students are expected to use their "CALP (Cognitive Academic Language Proficiency)" to report on their understanding of the materials they are studying and to share in print their reasoning processes, experiences, feelings, reactions, and beliefs

Students tend to make errors in writing. Furthermore, 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.. Moreover, in relation to the narrative text, the students stated that they know all the elements of narrative text, namely orientation, complication, resolution and coda (optional) as well as their sequences. 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.

These phenomena motivate the researcher to find out where the problems lie. Therefore, this research attempts to find the kinds of errors made by the students in writing narrative texts as well as their causal factors.

the objectives or the aims of the study are: To know what kinds of errors the students make and know the causes why the students made errors in narrative text writing. The results of this research are expected can be used for data source for academic institutional and teachers. For students this research shows them about some errors that they have made, so they are able to minimize misunderstanding about errors that occurs in English narrative text and anticipate the errors they make in the next time. For the teachers, this research shows them the errors that usually make among students in English narrative text, so that they can anticipate and minimize the errors made by students in the future.

The theoretical review consists of three terms; they are error, narrative text and writing. The terms of errors are presented by many experts and researchers. In this study, the definitions of error were uttered by some experts;

According to Norish (1987, p.7), he said that error is a systematic deviation; when a learner has not learnt something and consistently get it wrong. He said the child his own language sometimes make the same error. In the same way, when a learner of English make an error systematically. So, he has not learnt the correct form

Error fall into four categories: "omission of some required element; addition of some unnecessary or incorrect element. Selection of an incorrect element and misordering the elements". According to Dulay, Burt and Krashen (1982, p.150), the classification of errors is called surface strategy taxonomy; the taxonomy that classified the errors based on how the structure of language changes that lead to the error.

Brown (1993, p.213-217) said "causes of error as sources of error and he classifies into 4 categories is Interlingual Transfer, Context of learning, Communication Strategies".

James (1998, p.1) states that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. According to Crystal, error analysis is a technique for identifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by Linguistics.

In analyzing students' error there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. One of them is Ellis (1997, p.15), she suggests four steps in analyzing students' errors, those are: identifying errors, describing errors, explaining errors and evaluating errors.

Narrative text is a text that contain past event and it is used to entertain the

reader. According to Oxford (2003,p.5), a narrative text is a text which relates to a series of logically and chronologically events that are experienced by someone and it is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.

Narrative text has some elements. According to Matix Dietsch (2003, p.124) every narrative has six elements – the who, where, when, what, why, and how of the event. The point of view from which the story is told also influences its effect the audience

Anderson & Anderson (2003, p.6) explain three steps in constructing a narrative text. Those are orientation, complication, and resolution.

1. Orientation, the writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening.
2. Complication, the writer tells about conflict of the story.
3. Resolution is the ending of the story; it shows how the characters deal with the problem.

According to Mark and Kathy Anderson (1997, p. 8), the narrative text usually has the language features as follows:

- a. Specific characters
- b. Time words that connect event to tell when they occur
- c. Verb to show the actions that occur in the story, and
- d. Descriptive words to portray the characters and settings.

From the explanation above, it can be seen that narrative text has character to entertain, inform, and stimulate emotion.

## Methods

This research used qualitative research. According to Creswell (2013, p. 32) defines qualitative research as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. According to Creswell (2013, p.32) adds that the process of qualitative research involves emerging questions and procedures, collecting the data from the participants, settings, analyzing the data inductively from particulars to general theme and making interpretations of the meaning of the data.

In this study, purposive sampling technique was used to take the sample. Donal (2010, p.56) states in purposive sampling—also referred to as judgment sampling—sample elements judged to be typical, or representative, are chosen from the population. The teacher of English of SMPN 2 Cluring recommended VIII C students as the sample due to their score of English achievement is lower than other class. Therefore, VIII C class is chosen for sample of the research.

In this research, the researcher used test and interview to collect the data. Before doing the test, the researcher gave a brief explanation just to remind the students about narrative text that they studied and to make sure that if the students contributed errors not mistakes. Then, the students were asked to write a narrative text consisted of three generic structures (orientation, complication, resolution) about 120-150 words within sixty minutes. The students chose one of the topics given. The topics were Sangkuriang, Malin Kundang, Roro Jongrang, Danau Toba, and the Legend of Banyuwangi.

The researcher also collected data by conducting interviews with students of SMPN 2 Cluring and choosing the most representative answers. In analyzing the data gained from this study, in order to find out what types of errors in students“

narrative writing, the procedures of error analysis proposed by Ellis (1997) were followed. Then, the classification by Dulay, Burt, and Krashen (1982) was used. Finally, the most frequent type of errors was described.

## Result and Discussion

After collecting the students' narrative writing, the students' sentences were identified and described. Identification of narrative writing referred to selecting the sentences contributed errors. Students made all kinds of error which consisted of omission, addition, misformation and misordering. The identification and description were figured out in the following table:

Table. 4.1 Frequency and Percentage of Types of Errors

Types of Errors	Frequency	Number of students	Percentage
Omission	17	13	13.17%
Addition	14	9	10.85%
Misformation	85	22	65.89%
Misordering	13	8	10.07%
Total	129		100%

This percentage is taken from all errors made by students. There were 129 errors from 124 sentences found in all of students' narrative writing.

Based on the findings of the study, it could be concluded that the types of error that occurred in students' narrative writing were:

- 1) Omission (13.17%),
- (2) Addition (10.85%),
- (3) Misformation (65.89%) and
- Misordering (10.67%).

Based on the findings above, the study revealed that the most frequent type of narrative errors contributed by the eighth grade students of SMPN 2 Cluring on their narrative writing was

misformation with occurrence 85 errors and the percentage 65.89%. It was generally similar to Yustinus' study (2010, p.23). He found that the most frequent In this study, misformation is the most frequent type of error with occurrence (65.89%).

Error in misformation in this study was marked by the students used a wrong form of a sentence, the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message (Brown, 2000, p.277). For example in the sentence *he was not know that Tumang was his father*. It indicated that the students did not get the production strategies in interpreting the rule of the sentence form.

However, error in omission also found in this study as the secondly most frequent type of error with the occurrence 17 errors (13.17%). There was other research; it showed omission as second frequent type of error. In Mesrawati's study (2019, p.403) she found 45 errors in omission. Error in omission in this study was marked by the students omitted an item that should appear in a sentence, it might be caused by interlingual transfer, it occurred because of the influence of mother tongue of the students (Brown, 2000. P.244). for example in the sentence: *his mother very sad*. The students omitted the auxiliary verb because in students' mother tongue, the sentence *ibunya sangat sedih* did not need auxiliary verb.

Moreover, in this study, error in misordering was also as the most rarely type of error with occurrence 13 (10.67%). In Gunawan's journal (2018, p.157) he states that the students made misordering because they did not know well how to construct correct sentence. Error in misordering in this study was marked by the students put a correct word but wrongly sequenced. It might because of interlingual transfers. For example in the

sentence: ‘‘while fishing his get one fish big’’. In the student’s native language they write nouns before adjectives.

Moreover, in this study, error in addition as found with the occurrence 14 errors (10.85%). Error in addition also found in Yustinus (2010, p.23) with occurrence 3 (10.7%). Error in addition might be caused by their previous experience and their existing subsumes begin to include structures within the target language itself as learner’s progress in the second language {Dulay, Burt and Krashen (1982, p.97)}. For example in the sentence: ‘‘Samosir \*was complained to his mother’’. In that sentence, the students added an auxiliary verb (was) as the marker of past tense even though the verb had been applied.

From all the discussion above, it could be summarized that the eight grade students of SMPN 2 Cluring contributed errors in narrative text mostly in error in misformation. It was caused by the students’ difficulties in alternating the verb into past form. This happens largely because of interlingual transfers. Researcher also conducts small interviews and from the interview, grammar in the target language 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 transfers, carelessness and a lack of understanding of the rules of the target language.

### Conclusion

This study collected some important information from the eighth grade students of SMPN 2 Cluring narrative writings. Based on the findings and interpretation, it could be concluded that:

Firstly, the students contributed the four types of in their narrative writing; those were (1) Omission (13.17%), (2)

Addition (10.85%), Misformation (65.89%) and Misordering (10.67%).

Secondly, this study revealed that the most frequent type errors contributed by the students on their narrative writing was misformation with the occurrence 66 errors and the percentage 65.89%. it was marked by the students used a wrong form in a sentence, the possible source of error was communication strategies, where it was related to students’ learning style or the students’ way to get the message, it indicated that the students’ failed in interpreting the rule of sentence form.

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