

**GRAMMATICAL ERROR ANALYSIS IN WRITING NARRATIVE TEXTS
(THE CASE OF STUDY AT THE X GRADE OF SMA NEGERI
GUNUNG MERIAH, DELI SERDANG) ACADEMIC YEAR
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ABSTRACT

Grammar is a component of English that must be learned by every English learner. An English learner can be said to be competent if they are able to write and speak English with proper grammar. Grammar mastery is very important in writing skill, it can help the students to produce good sentence. In writing text, students usually make a lot of grammatical errors in their writing. Grammatical error is anything where a sentence is structure incorrectly. In this research the reseacher doing a research about "Grammatical Error Analysis In Writing Narrative Texts (The Case Of Study At The X Grade Of Sma Negeri Gunung Meriah Academic Year 2023/2024". This research use descriptive qualitative reserch method and use descriptive analysis technique (percentage) with the percentage of information frequency and divided by the number of cases as a technique analysis data. Researchers took class X-IPS consisting of 29 students as a source of data in this study. Based on the research data obtained, researcher found that, from 29 students in class X-IPS, 13 (44.82%) students made errors in sentence patterns, 3 (10.34%) students made errors in the tenses section, 7 (24, 13%) of students made errors in writing pronouns, 18 (62.06%) students made mistakes in writing capital letters, 2 (6.89%) students made errors in writing or placing prepositions, and as many as 9 (31.06%)) students make errors in spelling. Based on the data obtained, the most common grammatical errors or grammatical errors are found in capitalization, namely 62.06% and sentence patterns, namely 44.82%.

Key word : Grammatical error, writing, narrative text

Background Of The Research

English is a foreign language that is taught to children from elementary school through college in Indonesia. Students who are studying English are expected to master four skills: listening, speaking, writing, and reading.

H. Dalman (2016;4) state that writing is a process conveying thoughts, wishes, feelings in form of symbol/sign/meaningful writing. Another concept is given by Irsani (2019), writing is one of language skills which is communication indirectly.

Basically, writing is a complicated activity because we are required to do everything at once. Writing is a process connecting words, sentences, paragraph and think about right grammar at the same time. And in fact, writing in English is more difficult than writing in Indonesian. This is because grammar in English is more complicated than Indonesian.

Amara (2015) state that grammatical error is simply defined as an error in which the grammar rules is used incorrectly or there is a deviation of language grammatical rules. This is likely to occur, because students do not understanding grammar.

In this study, the researcher chose to examine grammatical errors in student writing narrative text in X grade to study. Based on Otong Setiawan (in Ryendriani, 2014) that narrative text is a type of text that tells a story of legend and resolve in order to amuse and entertain readers.

Based on observations, the researcher found that it was difficult for students to write texts in English, so in this research the researchers chose narrative text because apart for being one of the text that students are familiar with, besides that the researcher thought that writing narrative text can be used as a measuring tool for determine the extent to which students ability to understand about grammar.

Based on the identification of the problems above, the research questions are formulated as follows: Do students make grammatikal error in writing narrative text? What are grammatical errors made by student in their written text? What are the reasons why the students make grammatical errors in their writing narrative text?

The objective of the research, based on the provided question are : To know do students make grammatikal error in writing narrative text. To identify and analyze grammatical errors made by students in their writing text. To find out why students make grammatical errors in their writing narrative text.

Definition of Error Analysis

As claimed by Richard (in Eka Sasmiasih, 2014; 15) the process of finding errors in writing and speaking is known as error analysis. Error analysis is also the study of errors produced by second and foreign language learners. Error analysis can be used to: (a) determine how well someone speaks a language, (b) determine how well someone learns a language, and (c) provide information on general challenges with language learning to aid in teaching or the preparation of teaching materials.

Types of Error

In the opinion of Dulay (in Lindiana & Nurdiawati, 2022:136), he classifies error types according to a taxonomy of linguistic categories and a taxonomy of surface strategies. Linguistic category taxonomies categorize errors based on linguistic or specialized language components, error effects, or both. Linguistic components include phonology (pronunciation), syntax and morphology (grammar), semantics and vocabulary (meaning and vocabulary), and discourse (style). Taxonomy of surface strategies explains how structure changes by adding or removing parts of a sentence and by stringing sentences together through structural errors. The surface strategy taxonomy includes omissions, additions, misformations, and mis-ordering errors.

Procedure of Doing Error Analysis

The process of error analysis is very important. Analytical errors cannot be corrected and removed without procedures. As stated by Mark and Cathy (in Nur 2019; 15) there are some steps of error procedure: Data collection. While this is usually done with written data, oral data can also serve as a basis. Identify errors, what is an error (e.g. error, tense sequence, wrong word, wrong verb or wrong form, dangling prepositions). Mistype classification. An indication of the relative frequency of error types. Identify problem areas in the target language. Treatment (remedial exercises, classes, etc.)

Grammatical Error

Grammar is a set of rules that explore the forms and structure of sentences that can be used in language (Gleason, J. B. & Ratner, 2016). According to the Oxford Learner's Pocket Dictionary grammar is the book that describes the rules for forming word and making sentence. Grammar mastery is essential for writing competence; it can assist students in producing a good sentence. Canie (2013), state that grammar is the set of rules that generate a language.

A grammatical error is simply defined as an error in which grammatical rules are used

incorrectly or there is a deviation from the grammatical rules of the language (Amara, 2015). According to Ayuningtias and Wenanda (2013) grammatical errors are errors that deviate from acceptable grammatical rules. Grammatical errors mean that something error in grammar. Other than that, grammatical error is anything where a sentence is structure incorrectly.

Definition of Writing

Writing is one of the parts of language skills besides listening, speaking and reading. Writing is a process conveying thoughts, wishes, feelings in form of symbol/sign/meaningful writing (H. Dalman, 2016:4). In the opinion of Rayendriani (2014) Writing is the process of transferring ideas and describing a language that someone understands so that the readers can grasp what the writer means.

Another concept is given by Irsani (2019), Writing is one of the linguistic abilities that is used to communicate indirectly. Additionally, writing is a difficult procedure for expressing thoughts.

Definition of Narrative Text

According to Thomas S. Kane (in Masruroh, 2015), a narrative text is a meaningful series of events told in words. It is sequential in the sense that the events are not random but are organized. A time arrangement is always included in a series (and usually other arrangement as well). The simples' chronology is made up of a straight line from the first event to the last. Thus, as the researcher can conclude, narrative text is text that comprises a well-written story or an unwritten story with a series of connected events.

Narrative Text Structure

Based on Otong Setiawan (in Ryendriani, 2014), there are three structure of narrative text, namely: Orientation means introduction. Orientation is the stage of introducing the story so that it is located at the beginning. So, in the early paragraph of a narrative text, it usually contains the introduction of the characters and the setting involved in the story. Complication is the part that mentions the initial problem to the conflict, and is located after the paragraph that contains the opening (orientation), and usually contains the interactions of the character in the story.

Resolution is the end of the story or the conclusion of the story. This paragraph can be further explanation of solution. In this section, the writer can also describe whether the narrative text will end with a sad ending or a happy ending. The resolution of a tale is the finish or ending of the story. This paragraph can serve as an additional explanation of the answer. The writer can

also specify whether the narrative text will end on a sad or happy ending in this part.

Research Methodology

The researcher will employ descriptive qualitative research methods in this study. Qualitative research is to describe and analyze occurrences, events, and social activities (Sukmadinata, 2017; 60). Almost the same thing was stated by J. Moleong (2017; 6) according to him, Qualitative research is research that attempts to comprehend the phenomena of what the research subject is experiencing holistically and through the use of words and language, in a natural interaction, and through the use of diverse natural methodologies.

Population and sample

In this research, researcher took students of class X SMA Negeri Gunung Meriah which consisted of two classes, namely class X-IPA and class X-IPS. The number of class X-IPS is 29 students and class X-IPA is 30 students, bringing the total to 59 students.

According to Sugiyono (2020; 95-96) purposive sampling is taking data sources with certain considerations. In this case, there is a tendency for researchers to choose informants who are considered to know the information and problems in depth and can be trusted to be a solid source of data. However the researcher only chose 23 students as a research samples, this was because only 22 students could meet the criteria that the researcher had carried out.

Data collection technique

Data collection in this study was done through documentation. Documentation is a record of previous events. Researchers will collect data using the following documentation: Researcher asked permission from the principal or vice principal and English teacher at that school. The researcher will enter the class and give a brief introduction. The researcher will ask the students to write a narrative text in 60 minutes. Researchers observed students while they wrote. The researcher will ask students to collect their writing. The researcher analyzed students' error in writing narrative texts.

Primary data

In this study, the informants were students of class X-IPS SMA Negeri Gunung Meriah, totaling 29 students but the researcher only chose 22 students to analyze, along with the English teacher at the school.

Research Instruments

In this study, researchers will use writing text as a research instrument. Researchers will ask students to write narrative text for 60 minutes, and researchers will identify and classify grammatical errors in six aspects: sentence pattern, tense, pronouns, capitalization,

preposition, and spelling. The researcher calculates the error using a simple statistical formula and the data will be explained in a descriptive analysis. In addition, researchers use books and other materials such as data from the internet that have research topics that support this discussion.

Finding

After research conducted at SMA Negeri Gunung Meriah entitled "Grammatical Error Analysis in Writing Narrative Text (The Case of Study at the X Grade of SMA Negeri Gunung Meriah, Deli Serdang)", the researcher obtained the following data:

Table 4.1
 The percentage of students grammatical error

NO	Types of Grammatical Errors	Frequency of student make wrong answer (Total student : 23)	centage (%)
1.	Sentence patterns	11	47,82%
2.	Tenses	2	8,69%
3.	Pronoun	4	17,39%
4.	Capitalization	15	65,21%
5.	Preposition	3	13,04%
6.	Spelling in writing (Spelling)	8	34,78%

Based on the research data obtained, it can be seen that of the 23 students in class X-IPS who was taken as a sample, 11 (47,82%) students made errors in sentence patterns, 2 (8,69%) students made errors in the tenses section, 4 (17,39%) of students made errors in writing pronouns, 15 (65,21%) students made mistakes in writing capital letters, 3 (13,04%) students made errors in writing or placing prepositions, and as many as 8 (34,78%) students make errors in spelling. Based on the data obtained, the most common grammatical errors or grammatical errors are found in capitalization, namely 65,21% and sentence patterns, namely 47,82%.

To find out the test results, the researcher made a table of student errors taken from the data analysis. The data analysis can be seen in the student writing recapitulation table below:

Table 4.2
 Recapitulation of the Students Types of Errors

Student	Error's Classification					
	Sentence pattern	Tenses	Pronoun	Capitalization	Preposition	Spelling
Student 1	—	—	—	X	—	X
Student 2	X	—	—	X	—	—
Student 3	X	X	—	—	—	X
Student 4	—	—	—	X	—	—
Student 5	—	—	—	X	—	X
Student 6	—	—	—	X	X	—
Student 7	X	—	—	X	—	X

Student 8	—	—	—	—	X	—
Student 9	X	—	—	X	—	—
Student 10	X	—	—	X	—	X
Student 11	X	—	—	X	—	X
Student 12	—	—	—	X	—	—
Student 13	—	X	—	—	—	—
Student 14	—	—	—	—	—	—
Student 15	—	—	X	X	—	—
Student 16	X	—	X	—	—	—
Student 17	X	—	—	X	—	X
Student 18	—	—	—	—	X	—
Student 19	—	—	—	X	—	—
Student 20	—	—	X	—	—	—
Student 21	X	—	—	X	—	—
Student 22	X	—	X	X	—	—
Student 23	X	—	—	—	—	X

Total	11	2	4	15	3	8
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In this study the data was taken from the results of students' writing in writing texts. The researcher classifies grammatical errors or grammatical errors in writing narrative text into 6 (six) parts, namely: sentence patterns, tenses, pronouns, capitalization, prepositions, and spelling.

The following is an explanation of the calculation and interpretation of the data:

Sentence pattern

We can classify errors in sentence pattern as errors in omission because sometimes students forget to put the subject or verb which is very important in making sentences. Examples of sentence patterns errors:

He immediately pushed _(his) mother until she fell to the ground (student 2)

Toba made her _(his) wife (student 10)

Toba _____(take) it home (student 21)

The researcher assumes that mistakes made by students in sentence patterns can occur due to Mother Tongue Interference or mother tongue errors caused by the transfer of grammatical and stylistic elements from the first language/mother tongue to the target language. Apart from that, students' sentence pattern errors can be caused by students having difficulty writing sentences and still not understanding how to write sentences in English correctly. Beside that, there are other factors that influence it, namely students don't care and take for granted how to do it. write correct sentences.

Tenses

In this study, researchers found that 2 students made errors in using the past tense when writing narrative texts, or 8.69% of students made errors. Example of error in tenses:

She has (had) long wanted to have a children

One day the mother ask (asked) the girl

Errors in tenses usually occur because of students' mistakes in translating, students translating Indonesian words into English which causes mistakes because the rules in English grammar and Indonesian are very different.

Pronoun

Researchers classify pronouns as one of the mistakes in writing because students are sometimes still often confused in choosing and using pronouns or pronouns in English. Examples of pronoun errors:

While crying he (she) said parapat... parapat (student 26)

Errors in pronouns or pronouns can usually occur due to overgeneralization or placing words that are not in the proper place. Besides that errors in using pronouns by students occur because students do not understand and are confused about how to determine pronouns in English. This can also be caused by students not paying attention to the teacher when explaining in front of the class.

Capitalization

Capitalization is the use of capital letters in words or sentences in writing. In this research capitalization was the most error students made. From 22 students, there are 15 students make errors in this section, in percentage terms there were 65.21% of students who made errors. Example of capitalization made by students are:

One day, in a village lived a mother with her son named malik (Malik)

rapunzel (Rapunzel) was so happy (student 1)

then toba (Toba) took the fish to his house (student 4)

he (He) picked it up (student 20)

Preposition

In this study there were 3 students who made mistakes in using prepositions or around 13.04%. Examples of students error in using prepositions:

One day the Malik returned to his village (student 6)

Prayed so (to) God (student 18)

The errors made by students when using prepositions are caused by several factors, including: (1) students are not careful in writing prepositions, (2) students do not care about the importance of using prepositions correctly, (3) students do not understand to use prepositions in writing sentences in English.

Wrong spelling in writing (Spelling)

In this section the researcher found as many as 8 students with the percentage 34,78% of students who made errors in spelling in their writing text. Example of spelling errors:

The price and Rapunzel finelly (finally) met (student 1)

To obey her requist (request) (student 3)

That shi (she) has a dog (student 5)

To buy some fod (food) (student 10)

In this research many students made errors in spelling because the students wrote down

how the word sounded when read. Errors like this can occur due to several influencing factors, one of which is the influence of the first language, where writing in English and Indonesian are very different. This then becomes one of the things that causes difficulties for students when writing in English.

Conclusion and Suggestion Conclusion

Based on the results of the research that has been done, the researcher can conclude that: Students of X-IPS of SMA Negeri Gunung Meriah still make grammatical error when they write narrative texts. Based on the research data obtained, it can be seen that of the 23 students in class X-IPS who was taken as a sample, 11 (47,82%) students made errors in sentence patterns, 2 (8,69%) students made errors in the tenses section, 4 (17,39%) of students made errors in writing pronouns, 15 (65,21%) students made mistakes in writing capital letters, 3 (13,04%) students made errors in writing or placing prepositions, and as many as 8 (34,78%) students make errors in spelling. Based on the data obtained, the most common grammatical errors or grammatical errors are found in capitalization, namely 65,21% and sentence patterns, namely 47,82%. From the result analysis of this researcher, researcher can see that one of the main factors that cause students made errors in writing texts is due to lack of interest and lack of understanding of students about grammar in English.

Suggestion

Based on the research that has been done, there are some suggestion:

Grammatical errors are not some thing that should be underestimated, therefore the researchers suggest that teachers also pay attention to how the levels of students ability in writing text. Based on the result of research that has been done, shows that the highest grammatical errors are in capitalization, therefore the researchers also want to suggest that students can also pay more attention to their writing, especially in writing capital letters. In writing text grammar is the one of important things, therefore it is important for us to learn and know about grammar, from this research, researcher want to suggest that students want to learn grammar, as well as teacher or researcher themselves should be able to help students in improving students ability to understand grammar. as a follu-up to this research, the researcher suggests conducting further research be carried out to understabd about grammar and to improve students ability to write text.

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