AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN MADE BY THE TENTH GRADE STUDENTS

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ABSTRACT

The objectives of the study were to know the most common errors made by the tenth-grade students of SMA Negeri 1 Sugihwaras in narrative text writing and to know the sources of errors. The subjects of this research consisted of 30 students of tenth-grade senior high school. The method used in this research was a case study included as qualitative research. The instrument of collecting data used by the researcher was a writing test. the students' narrative texts were analyzed by referring to Azar classification and Brown theory on sources of errors. The result of the study showed that there are the highest three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 257 or 32.53% errors, punctuation with the number is 119 or 15.06% errors and spelling with the number is 93 or 11.78% errors. The lowest-three errors are word form which has 8 or 1.01% errors, singular-plural is 13 or 1.65% errors, and 15 or 1.90% word order errors. Based on the total result types of errors, the writer found that the number of total source of errors is communication strategy with the number is 495 or 62.66% source of error, interlingual transfer with the source of error is 176 or 22.28%, intralingual transfer with the source of error is 93 or 11.77%, and context of learning with the number source of error is 26 or 3.29%.

Keywords: Error Analysis, Students' Errors, Writing, Narrative Text.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan paling umum yang dibuat oleh siswa kelas sepuluh SMA Negeri 1 Sugihwaras dalam penulisan teks naratif, dan untuk mengetahui sumber kesalahan. Subjek penelitian ini terdiri dari 30 siswa kelas X sekolah menengah atas. Metode yang digunakan dalam penelitian ini adalah studi kasus termasuk sebagai penelitian kualitatif. Instrumen pengumpulan data yang digunakan oleh peneliti adalah tes menulis. Teks narasi siswa dianalisis dengan mengacu pada klasifikasi Azar dan teori Brown tentang sumber kesalahan. Hasil penelitian menunjukkan bahwa ada tiga kesalahan tertinggi dan terendah yang dilakukan oleh siswa. Tiga kesalahan umum tertinggi adalah capitalization dengan angka kesalahan 257 atau 32,53%, punctuation dengan angka kesalahan 119 atau 15,06% dan spelling dengan angka kesalahan 93 atau 11,78%. Tiga kesalahan terendah adalah word form yang memiliki 8 atau 1,01% kesalahan, singular-plural dengan 13 atau 1,65% kesalahan, dan 15 atau 1,90% kesalahan pada word order. Berdasarkan hasil jumlah jenis-jenis kesalahan, penulis menemukan bahwa jumlah sumber kesalahan meliputi, communication strategy dengan jumlah sumber kesalahan 495 atau 62,66%, interlingual transfer dengan sumber kesalahan 176 atau 22,28%, intralingual transfer dengan sumber kesalahan 93 atau 11,77%, dan context of learning dengan jumlah sumber kesalahan 26 atau 3,29%.

Kata Kunci : Analisis kesalahan, kesalahan siswa, menulis, teks naratif.

INTRODUCTION

Language is one most important thing which can support our communication in our life. It is supported by (Oxford Learner's Pocket Dictionary, 2008) that language is a system of sounds, words used by humans to communicate thoughts and feelings. This definition means that every people can use language to express everything that they feel, such; their thought, emotion, ideas, and etc. Expressing all of those feelings, people can use language in two ways, spoken and written. Moreover, both of this way can be very useful device for humans to communicate with others.

Nowdays, English becomes an International language which is used by all of the country as their second language or their foreign language. Since our country uses English as ours Foreign language, the goverment has decided to include English as one of important subject in every education level. It purposes that all of students in our country can learn English from young age, in order to make them able to communicate using English in the spoken and written form.

In English as a Foreign Language (EFL) context, writing gives students a great opportunity to find ways of expressing their ideas in a foreign language, i.e. English. It also gives a great chance for teachers to identify and diagnose grammar and vocabulary problems, and the learners' progress. In this context, the students are required to produce a particular writing genre which helps them establish a repertoire of rhetoric and relevant language forms of different genres.

One of the writing genres taught in Tenth Grade of SMA is Narrative Text. This type of text can be identified from its three characteristics, namely, objectives, generic structure, and language features. The objective of narrative text is to tell a story and, in doing so, entertains or informs the readers. It is composed of the generic structure starting with orientation (scene setting and introduction), a complication (a chain of events that influence what will happen in the story, resolution which resolves the crisis, and ended with re-orientation (Anderson and Anderson,

1997:8). The last is language features. The language features comprise uses of sentences containing action verbs, nouns to name people, places, and things, past tense, conjunctions, and adverbial phrase.

From the writer's everyday observation of her students, the students of SMA X are usually good at speaking; they can speak fluently and independently. Many of the students graduated from international or bilingual schools. It seems they have no problems in reading comprehension as well. Evidence from that preliminary study also showed that the major problems the students encounter were problems in writing. They included sentence construction, tenses, or word choice. Their errors in their writings might be caused either by their lack of knowledge about correct usage or by his lack of concern for correctness. This made it difficult for them to accomplish their writing tasks. These difficulties led them to lose motivation in writing. The writer interviewed some students who had difficulties and made errors in sentence structures and tenses, and they responded that it was difficult for them to write with good sentence structures.

Therefore, a study examining the students' difficulties needs to be conducted. The writer would like to conduct a research to examine common errors and sources of errors in students' narrative writing. The purpose of conducting the study was to help the students identify and correct problems in sentence structure and usage so that so that students can write with greater competence and confidence. In addition, Fellowes (2007) suggests that grammar is only one element of the English language system. It is one resource available to the writer for effectively achieving the social purpose of a text. Observing the grammatical conventions of writing and being able to manipulate words and clauses in a text is beneficial to the meaning-making function of writing. Knowledge of grammar allows the writer to more confidently and adeptly add, delete, substitute or combine words and clauses in sentence as a text is constructed with intention.

In relation to the previous background, this study attempts at answering the following problems: (a) What are the most common errors made by the students in writing the narrative text? and (b) What are the sources of errors made by the students in writing the narrative text? While learning a second language, learners build up a system for themselves which is different in some ways from learners' first language and second language systems. The system which the learners build up for themselves has been called interlanguage.

Learning grammar rules is therefore one of the critical components of learning to write. Having strong skills in writing and grammar allows writers to get their message or story to their readers in a clear and understandable way. It is important to know the rules of grammar and how to use them properly. In Error Analysis, the learner of English as a second language is unaware of the existence of the particular system or rule in English language. The basis of error analysis is to describe how learning occurs by examining the learner's output and this includes his / her correct and incorrect utterances. Error Analysis (EA) is one of the most influential theories of second language acquisition (SLA) which replaced, in 1970, the Contrastive Analysis(CA) theory, whose major concern was "the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them" (Fisiak, 1981,1) as quoted by Sarfraz (2011, 32).

CA regarded the influence of mother tongue (MT) on all the levels of language; phonological, morphological, lexical and syntactic, in second language acquisition. Due to the weaknesses of CA in its pedagogical implications, EA emerged as a more effective tool in the study of second language acquisition. According to Dulay, Burt, and Krashen (1982:138), there are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy (it classifies errors according to either or both the language component and the particular linguistic constituents the error effects), surface strategy taxonomy (the surface strategy elements of a language are altered in specific and systematic ways), comparative taxonomy (Comparative taxonomies classify errors based on comparison between the structure of language learner errors and certain other types of construction. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors), and communicative effect taxonomy (Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors).

Grammar mistakes rarely occur in native speakers' writing but very commonly do in the work of less proficient ESL students, whose mother-tongue "interferes" with the production of correct English. A sentence is defined as grammatical if all the words in the sentence are wellformed words of the language in question (Foster, 2005). A sentence may contain one or more errors. This error can take the form of a performance slip which can occur due to carelessness or tiredness, or a competence error which occurs due to a lack of knowledge of a particular construction.

As language learners, EFL students experience trial and error in which they establish a hypothesis, and later on prove it, adjust it, or abort it. Error Analysis therefore aims to examine a learner's errors in a longitudinal way to reveal a learner's hypothesis and indicate the learner's progress. Learners 'errors can also "provide the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language (Corder, 1967: 167).

Studies which focus on the analysis of students' common errors in the written materials have showed that According to Betty S. Azar, in his book Understanding and Using English Grammar, 2nd Edition that types of errors fall into fourteen categories; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and a run-on sentence.

The possible sources or errors made by EFL learners can be predicted. Brown claims that there are four major sources of error. He labels interlingual transfer, intralingual transfer, context of learning, and communication strategy. The interlingual transfer happened because of the native language or mother language interference. Intralingual errors may be caused by the influence of one target language item upon another. Context of learning is when the students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but properly contextualized. The last, communication strategy is related to the learning style. Learners use production strategies to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

METHODOLOGY

Error Analysis is considered as qualitative research. A qualitative research can be conducted using a case study. In this study, the researcher used a case study to do the research and she employed a descriptive analysis to deliver the result of research. So, the researcher collected the students' writing test that they did in the classroom and analyzed them through classifying their error based on the fourteen classifications of errors narrative text by using Betty S. Azar's classification of errors, and then the researcher analyzed the errors to find the sources of students' errors. After she calculated the data to get the result of total errors and then she interpreted the data descriptively. Finally, the researcher could have a conclusion based on the result of students' total errors.

In this study, the researcher involved participants as the unit of analysis. The data of this research was an error made by the students in their written test of narrative text. The data source is the writing test with the theme that the researcher choose given to the students. In this research, the researcher took the tenth-grade students of SMA Negeri 1 Sugihwaras in the academic year of 2019-2020. Here, the writer will take only one class as participants, it is X IPS 1. There are 30 students' who take part in this research.

In this research, a writing test was used as the instrument to elicited data on errors. The researcher collected the data from the online class. The researcher analyzed the writing text made by students from the data with qualitative analysis. The researcher then used a descriptive analysis technique (percentage) to analyze the data. Based on the descriptive method applied in this study, the researcher, in analyzing the data of this study, used the following procedure: 1. Coding the data, 2. Identifying the data, 3. Classifying the errors based on the types of error used, and 4. Drawing the conclusion and suggestion based on the data analysis.

Meanwhile, member checking is the process of checking data carried out by researchers to the research subject or resource person. It aims to find out how far the data obtained is following that submitted by interviewees. The member check is carried out after data collection finished, or after getting a finding related to the problem want to be solved. Furthermore, external audit is when a researcher hires or obtains the services of an individual outside the study to review many aspects of the research. This auditor reviews the project and writes or communicates an evaluation of the study. This audit may occur both during and at the conclusion of a study.

In this study, the researcher used member checking to validate the collected data. The initial step the researcher had done was to confirm the data obtained from the student's writing ability to the English teacher. In fact, the data are in the form of types and sources of errors made by students in writing narrative text. Furthermore, the researcher consulted the data with the experts, i.e. the advisors of the research. Thus, the researcher not only consulted the data obtained during the research to English teacher, but also consulted everything that related to the process of collecting the data and then compiling the research reports to the advisors in order to validate or verify the data.

FINDINGS AND DISCUSSIONS

This section presents the findings and their discussion of the study. The analysis covers two elements particularly the analysis of types of errors and the analysis of sources of errors.

Types of Errors

Many errors in students' narrative text writing are found, then the classification of students' errors aspect was made. She only focuses on types of errors based on Betty Schrampfer Azar's classification, those are singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

The data was taken from X IPS 1 of SMAN 1 Sugihwaras. The researcher took one class that contain 30 students. The writer has identified the students' error and she has counted the number of each error. To make the readers understand the findings easily, the percentage recapitulation of errors is converted into a pie chart. The chart shows the highest number of errors until the lowest one.

The pie chart above shows the distribution of the thirteen types of grammatical errors in students' writing narrative texts. The further description of type of grammatical errors which range from the highest number to the lowest one is provided in turn throughout this section. The results are;

a. Capitalization: Most of students made error in capitalization which the error is 257 or 32.53%.
b. Punctuation: The students made 119 or 15.06% punctuation error.
c. Spelling: Another type of errors that students often made is spelling with the total error is 93 or 11.78%.
d. Verb Tense: The students made 83 errors or 10.51%.
e. Add a Word: The students made 51 add a word error or 6.46%.
f. Omit a Word: It has 34 or 4.30% errors.
g. Incomplete Sentence: It has 26 errors or 3.30%.
h. Run-On Sentence: It has 26 errors or 3.30%.
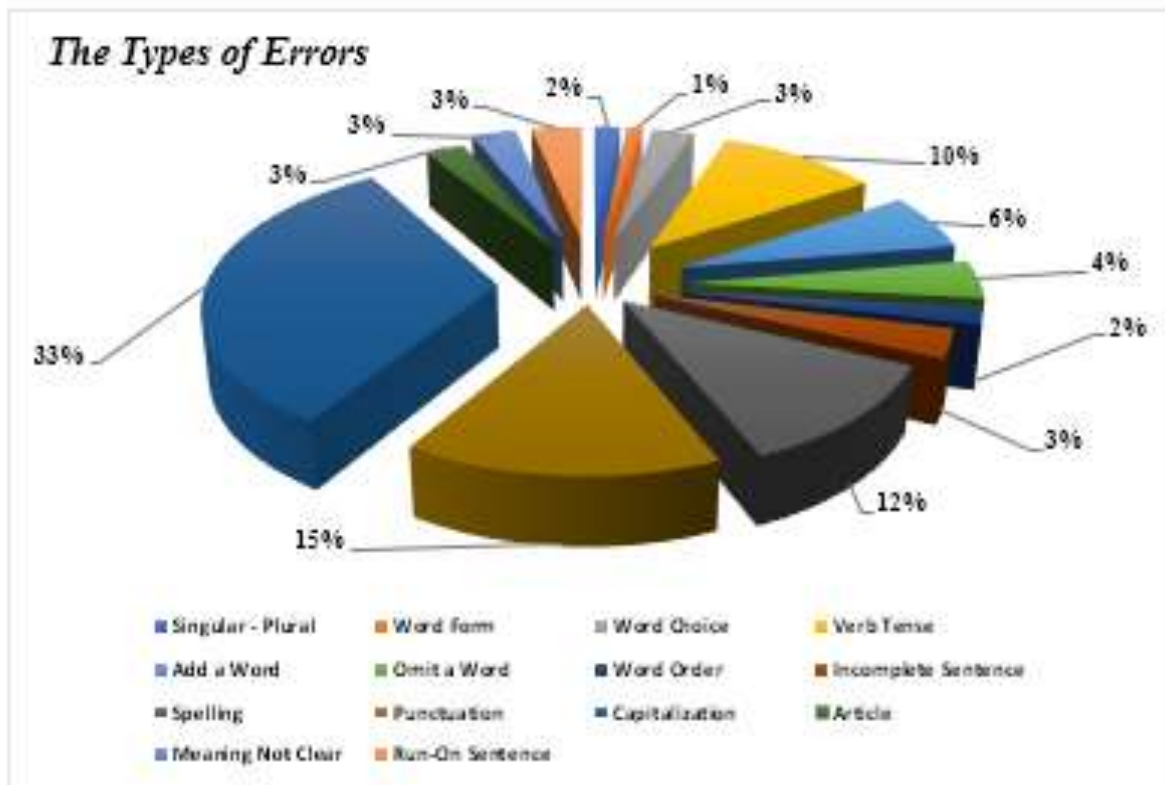i. Meaning Not Clear: The total error of meaning not clear is 23 or 2,91%.

Figure 4.1
The Students' Types of Errors

j. Word Choice: There are 22 errors or 2.78% from this error.
k. Article: The total error of article is 20 or 2.53%.
l. Word Order: The total error of word order is 15 or 1.90%.
m. Singular – Plural: The students made 13 or 1.65% singular-plural error.
n. Word Form: The lowest rank error that made by the students is word form. It has 8 or 1.01% errors.

Sources of Errors

Based totally at the description of the data above, the writer would like to analyze the data by the usage of presenting the sources of students' errors. She analyzes the students' sources of errors according to Brown et al theory. Brown divides the sources of error into four categories. They are interlingual transfer, intralingual transfer, context of learning, and communication strategy. After analyzing the data, she calculated them, and then she draws up the total calculation into the table. After that, she makes the percentages based on the total result and converting the percentages into a pie chart. The table below is the recapitulation of students' sources of errors.

The writer would like to draw a pie chart from the students' sources of errors above, then explained from the highest to the lowest ranks as follows.

1. Communication Strategy, The main source of students' error is communication strategy, with the total result is 495 or 62.66%.
2. Interlingual transfer is the second-highest common source of the error made by students in which the overall result is 176 or 22.28% error.
3. Intralingual transfer has 93 or 11.77% error.
4. Context of Learning: The lowest source of error in the context of learning in which the error is 26 or 3.29%.

The writer intends to interpret the data based on the description and data analysis above and how the answer to the research question proposed in the first chapter. Two research questions are concerned, respectively, with the common types of errors and the sources of errors that students made in writing narrative texts. The results show that the three most common grammatical mistakes are made by students in writing narrative texts.
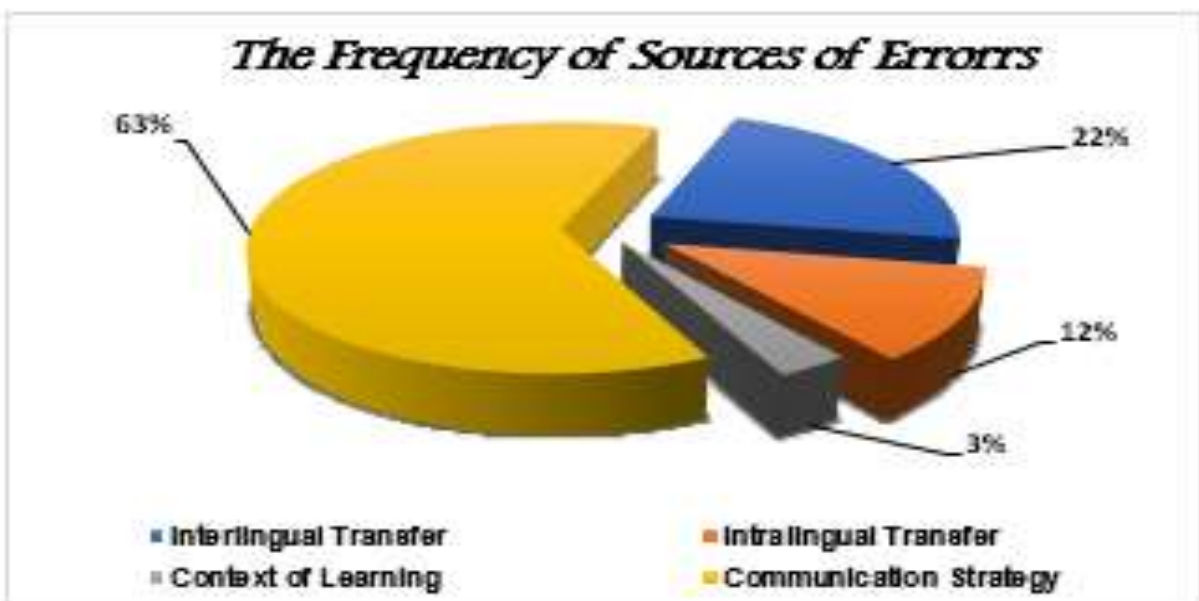

Figure 4.2

The Students' Sources of Errors

The first is *capitalization* which has 257 or 32.53% error. The major source of capitalization errors is communication strategies. Most students had errors in capitalization. That is because English is a language that has a difference in spoken and written. When students speak in English they did not think about capital letters but when they write paragraphs they must pay attention to capital and non-capital letters.

The second most common error is *punctuation*. It has 119 errors or 15.06%. The source of error is communication strategy. Most students didn't take note of using the correct punctuation because perhaps the students didn't comprehend yet the importance of punctuation in writing. Consequently, they sometimes missed and misused punctuation or even ignored to use it. The last is *spelling* which the number of errors is 93 or 11.78%. The major source of spelling error is communication strategy. In these errors, students misspell in the words they wrote. It occurs due to students' lack in vocabularies mastery. English is a language which has different in spoken and written, when the student listen or talk in English they don't think about the spelling but when they should write a paragraph they approximate the spelling and unfortunately their strategy to approximate sometimes can be an error.

Afterward, the three lowest students' types of errors in narrative text writing are *word form* which has 8 or 1.01% errors, *singular-plural* is 13 or 1.65% errors, and 15 or 1.90% *word order* errors. The first lowest frequency of error is word form error occurred when the students haven't mastered the rule yet. In this type of error students often made the errors to choose the correct part of speech, such as the verb, adjective or noun, etc. It can be caused by overgeneralization. The source of this error caused the intralingual transfer.

The second is Singular-plural. The students made errors in singular and plural because of their lack of knowledge and the effect of their native language or mother tongue interference. The students don't have a singular-plural rule in their first language and it differs from the target language which has the rule of a singular-plural noun.

furthermore, the nouns in the target language divided into a countable and uncountable noun and the plural nouns divided into regular and irregular patterns are sometimes confusing the learner. Therefore, the dominant source of singular-plural error is interlingual transfer.

The last is word order. as we know that Indonesian word order and English word order is different. The error occurred because the students used the Indonesian language to transfer their sentences into English and it doesn't appropriate with English rule therefore it becomes error. Therefore, the dominant source of word order error is interlingual transfer.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the data in the previous chapter, the writer would like to conclude that the tenth-grade students of SMAN 1 Sugihwaras still made many errors in narrative text writing. The most common types of errors made by the students are *capitalization* with the number of errors is 257 or 32.53%, *punctuation* with the number of errors is 119 or 15.06% and *spelling* with the number of errors is 93 or 11.78%.

The sources of errors identified in this study are *communication strategy* with the number is 495 or 62.66% source of error, *interlingual transfer* with the source of error is 176 or 22.28%, *intralingual transfer* with the source of error is 93 or 11.77%, *context of learning* with the number source of error is 26 or 3.29%.

In conclusion, the errors made by the students in this study can be summarized below. First, errors that reflect the rules or forms might be caused by several factors:
1. They still had limited mastery in the target language, i.e. English.
2. They consciously used strategy of word-for-word translation. They switched into their native language and translated the identical forms in English.
3. They tried to reduce their learning burden by relying on themselves to state what they had already known, i.e. their native language.

4. They used over extension of analogy but they misused vocabulary items which share semantic feature.
5. It was obvious that the students' linguistic knowledge of the target language, i.e. English was insufficient.
6. The acquired English vocabulary and grammatical rules were quite limited.
7. In coping with the inherent complexity of the target language (English), they relied on what they had already known about the language (overgeneralization).
8. They incompletely applied the rules of English they had already mastered.
9. They were careless especially when writing long and complex sentences.
10. They seemed to be forced to express meanings beyond their linguistic knowledge.

Suggestions

The types of the grammatical errors and their sources or causes provide insights into the students' learning strategies in writing their narrative essays. Eventually, this can contribute to ongoing developments and documentations of learner's profiles and the appreciation and evaluation of discourse and linguistic practices that are reflected in the written compositions of the students. They also provide insights on how English can be more effectively used and learned and how the existing methods of teaching and learning can be improved.

Regarding the grammatical errors made by the students, there are a number of important changes which need to be made. Thus, the findings offer the following suggestions:

1. To improve the students' grammar mastery, the teachers should conduct a diagnostic teaching to identify the causes affecting the student abilities and prescribe requisite learning activities. The teachers may employ direct instruction and individualized practice in teaching grammar. For the direct instruction, the teachers may use student and literary examples as texts, simple sentence diagramming, sentence combining, error analysis, sentence manipulation, and sentence dictation activities. For the individualized practice, the students may do remedial grammar worksheets containing the parts of a sentence, the function of these parts (such as the parts of speech), the arrangement of words with the sentence, and word choice. Also, the students may have guided practice to help them in the grammar skills and rules they have not mastered and to have their self-correction.

2. After the students have retained the grammar skills and rules, they may apply them in the context of authentic writing, not in isolation, in particular their own narrative writing.

Finally, errors could therefore be analyzed to provide useful feedback in helping L2 learners acquire a certain level of linguistic or grammatical competence in the L2. At the same time, studying learner errors involves approaching learning more closely. This would enable teachers to promote appropriate teaching method for their students. It is by understanding the nature of the students' language that the teachers can better explain it and handle it. Teaching an L2 demands an effort of continuous search, but it is such a passionate task that all efforts are worth it.

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