

## **AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXTS MADE BY THE STUDENTS IN *SMK NEGERI 1 MOTOLING BARAT***

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**Abstract** : Nowadays, English is getting progressively a greater amount of its importance as a worldwide language. English is instructed as a mandatory subject at school from the foremost year of Middle School up to the third year of Senior Secondary School and besides as a general key subject at Colleges. The aim of this research was to identify the types of grammatical errors that made by the tenth grade students of SMK Negeri 1 Motoling Barat. The class consists of twenty students and the assignment paper used as the subject of the study in writing narrative text. Students' narrative texts were analyzed based on (Azar, 1989) classification. The findings showed the total number of errors were 524. The most of the errors that made by the students in writing narrative texts were in using punctuation which is 134 errors or 25.6%. In conclusion, the most common error that made by the students in writing narrative text was Punctuation.

**Keywords** : ***Grammatical Error, Narrative Text, Writing, EFL***

### **INTRODUCTION**

Language plays a significant part in human existence. (Brown, 2001) said that language is an arrangement of subjective, vocal images that license all individuals in a given culture to impart or to connect. It implies that language gave for social inspiration or association (Lumentut &

Lengkoan, 2021), for example, for educating and learning interaction of getting to know each other, etc.

Nowadays, English is getting progressively a greater amount of its importance as a worldwide language (Lalogiroth & Tatipang, 2020). English is for the most part used not simply in the countries of which neighborhood language is English, yet also in other countries where English transforms into the second or even obscure lingo, including Indonesia. In Indonesia, English has been told as an optional subject at school.

Likewise, English is instructed as a mandatory subject at school from the foremost year of Middle School up to the third year of Senior Secondary School and besides as a general key subject at Colleges. Showing English at Senior Secondary School is basically to set up the students to have the language capacities, which fuse four capacities that are tuning in, talking, examining and making. The capacities ought to be taught integratedly without neglecting the language parts: (1) language, (2) rhetoric, (3) phonology, and (4) sentence structure.

One of the language parts that should be known by English students is sentence structure (Paranduk and Karisi, 2020). Punctuation assumes a significant part in getting English. By dominating punctuation, the understudies ready to foster their tuning in, talking, perusing, and composing abilities.

In learning English, syntactic mistakes actually become significant issue recorded as a hard copy for any students. Therefore, the student misunderstands in the greater part of their language practice, in other words, learning other dialects become troublesome since the objective dialects have different framework from the local language (Lengkoan and Hampp, 2022). Thusly, this distinction now and then makes the students

(for this situation the understudies) make mistakes especially in applying the language structure.

Recorded as a printed version, the use of language has its own norm and plan to be noticed, especially grammar. Making is one out of four capacities in language learning. Learning how to write in a resulting language is one of the most troublesome aspects of second language learning (Richards, 2003).

Grammar plays earnest rules in a language, since it impacts every meaning of sentences (Hampp et al, 2021). Along these lines, in learning English especially English as obscure lingo, language is something fundamental that should be overwhelmed by the understudies to convey incredible and right organization.

Basedd on the clarification over, the scientist is intrigued to examine the syntactic mistakes directed by the understudies in creating story text. This examination zeroed in on the 10th grade understudies of SMK Negeri 1 Motoling Barat as the subject of the review. For this situation the exploration expected to recognize the syntactic blunders by the understudies in their account composing.

## **RESEARCH METHODOLOGY**

### ***Research Design***

Research is a specific custom in sociology that on a very basic level relies upon watching individuals in their own region and associating with them in their own language, on their own term (Paranduk et al, 2021). In this exploration the author utilized enlightening subjective examination. As indicated by (Bambang, 2006) Qualitative exploration is an examination that method enlightening information as composed words or oral from the subject and its conduct that can be noticed, in this way the objective of the exploration is a singular arrangement and its experience totally.

Subjective exploration is naturalistic examination strategy in light of the fact that the examination did on regular setting (Sugiyono, 2010). Basedd on the definition over, the author closed taht in the subjective exploration, the essayist simply accept the information for what it's worth. The author attempted to portray, record, and examine the syntactic issue taht the understudies have recorded as a hard copy story texts.

### ***Data Collection***

The essayist came to the field, clarifying what is story text to the understudies to cause them to comprehend about account text itself, cause them to compose the account text, investigate and portray the blunders taht made by the understudies.

### ***Data Analysis***

In analyzing data, the writer used the formula below:

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

Where: P = percentage of students' error

n = total of the given error

N = total of the whole errors

By calculating the frequency of each error, the writer identified the most frequent error and the least frequent error taht made by the students. Before using this formula, the writer classified the students' error into seven categories as suggested by (Azar, 1989) as follow:

No	Types of Errors	Examples
1	Singular-Plural	She <u>have</u> been there for three <u>month</u> <i>She has been there for three months</i>
2	Verb tense	She <u>is</u> here since yesterday <i>She has been here since yesterday</i>
3	Word Choice	He got <u>on</u> the taxi <i>He got into the taxi</i>
4	Word Order	<u>Land my family</u> went to Gurutee yesterday <i>My family and I went to Gurutee yesterday</i>
5	Punctuation	Whay did she say, <i>What did she say?</i>
6	Capitalization	I am a student of <u>english</u> department <i>I am student of English department</i>
7	Spelling	She was <u>writing</u> a letter <i>She was writing a letter</i>

## FINDINGS AND DISCUSSION

### *Findings*

The essayist utilized 3 stages on portraying the blunders taht found in understudies' composition. The means were distinguishing the blunders, arranging the mistakes, and figuring out the recurrence of every mistake as table. The characterizations of linguistic blunders basedd on Azar's. The sorts were determined and the quantity of mistakes changed over into rate. The table depict the discoveries of linguistic blunders in understudies' composing account text.

**Table 1. Students' Grammatical Errors in Writing Narrative Text**

<b>Number of Students</b>	<b>Singular-Plural</b>	<b>Verb Tense</b>	<b>Word Choice</b>	<b>Word Order</b>	<b>Punctuation</b>	<b>Capitalization</b>	<b>Spelling</b>	<b>TOTAL</b>
1	3	0	1	2	2	4	4	16
2	1	1	5	2	10	2	2	23
3	2	3	7	1	1	1	3	18
4	1	3	6	2	4	9	1	26
5	4	10	5	0	10	10	2	41
6	2	9	8	2	9	1	6	37
7	0	5	3	1	9	13	2	33
8	1	4	5	1	1	2	3	17
9	1	2	0	2	2	4	5	16
10	1	3	5	1	8	6	1	25
11	4	10	5	7	10	10	8	54
12	1	5	7	2	2	3	2	22

13	0	2	0	3	9	1	2	17
14	3	2	2	6	10	7	3	33
15	0	0	2	0	2	0	1	5
16	0	3	5	1	3	1	1	14
17	1	4	6	2	13	1	2	29
18	4	10	5	5	10	10	2	46
19	3	3	1	3	9	5	2	26
20	3	1	5	2	10	3	2	26
<b>Total</b>	<b>35</b>	<b>80</b>	<b>83</b>	<b>45</b>	<b>134</b>	<b>93</b>	<b>54</b>	<b>524</b>
<b>Percentage</b>	<b>6.7%</b>	<b>15%</b>	<b>15.8%</b>	<b>8.6%</b>	<b>25.6%</b>	<b>17.7%</b>	<b>10%</b>	<b>100.0%</b>

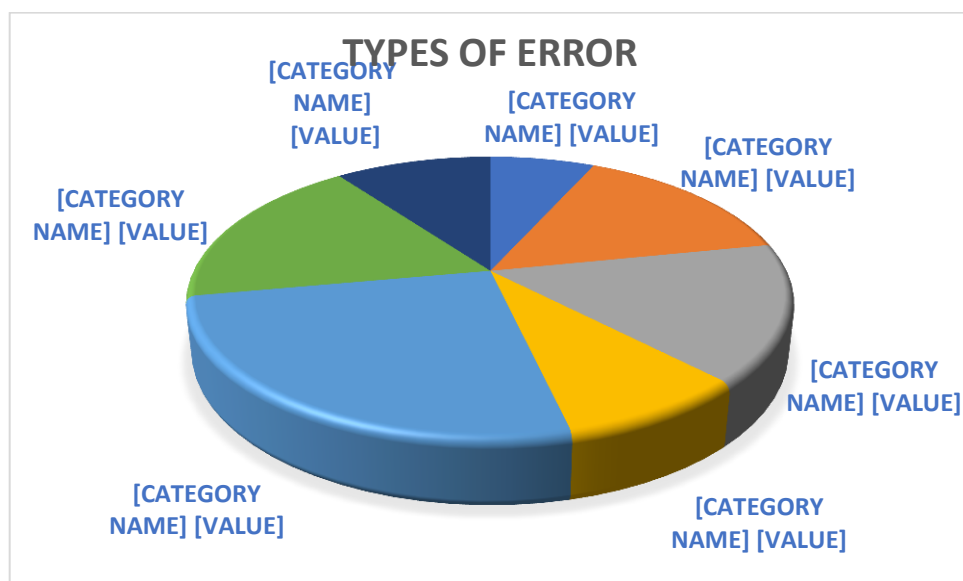
The data taht presented on table 1, showed taht the total errors taht made by the students was (524). The highest errors were in *Punctuation* with the total of (134) error or 25.6%, while the lowest was in *Singular-Plural* with the total of (35) error or 6.7%. The student number (11) got the highest error with the amount of (54), while the student number (15) got the lowest error with the amount of (5).

*Punctuation* was the highest error taht made by the students. The total of error were (136) or 25.6%. The student number (17) got the most error (13) and students number (3) and (8) got the least error (1). Next,

the error of *Capitalization* got the total of (93) error or 17.7%. The student number (7) got the most error (13) and student number (15) got the least error (0). Then, *Word Choice* got (83) error or 15.8%. The student number (6) got the most error (8) and the students number (9) and (13) got the least error (0). Next, total of *Verb Tense* error taht made by the students were (80) error or 15%. Three students (5, 11 and 18) got the most error (10), while two students (1 and 15) got the least error (0). In *Spelling*, the students were made (54) error or 10%. The student number (11) got the most error (8), while four students (4, 10, 15, and 16) got the least error (1). Then, in *Word Order*, (83) or 8.6% error was made by the students. The student number (11) got the most error (7), and two students (5 and 15) got the least error (0). Finally, (35) or 6.7% error made by the students in *Singular-Plural*. Three students (5, 11, and 18) got the most error, and four students (7, 13, 15 and 16) got the least error (0).

The percentage of the error is converted into a chart. The chart shows the highest numbers of error until the lowest number of errors.

**Figure 1. Percentage of Students' Grammatical Error**





The chart above shows the collected data from students' free narrative writing. Most of the error that the students made was the *Punctuation* error (25.6%) from seven types of error that made the 20 students of tenth grade in *SMK Negeri 1 Motoling Barat* and the *Singular-Plural* error got the least of all. Based on the data above, the writer has summarized the result of the research clearly.

### ***Discussion***

After presenting the types of grammatical error, the writer got the data from the research. The writer analyzed the collected data and categorized it into seven types of error based on (Azar's, 1989) from the students' narrative writing. The seven types are Singular-Plural, Verb Tense, Word Choice, Word Order, Punctuation, Capitalization, and Spelling. The most of the error that made by the students were in Punctuation. The writer found (134) errors out of (524) errors in total. Most of the students omitted the comma (,) in the sentences. There are some of the students that put the quotation mark (") and exclamation mark (!) in wrong place. The students mostly got confused about how to use punctuations in their sentence. As (Burt & Kiparsky, 1974) said that grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good, it means that if the students were made some or even an error in their writing, it may make their writing to become not good, not only for them but also for the others. In conclusion, the most of the error that made by the tenth grade students of *SMK Negeri 1 Motoling Barat* in writing narrative text were in using Punctuations.

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