

Grammatical errors in writing Narrative text made by Ninth Grade Students of SMPN 1 Kuta Buluh, Tanah Karo

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ABSTRACT

The purpose of this study was to identify the different types of errors that ninth-grade students at SMPN 1 Kuta Buluh, Tanah Karo committed when writing narrative texts during the academic year 2022–2023. There were 28 students in this study. The author used a qualitative descriptive approach. On Friday, May 19, 2023, an offline investigation was conducted. The researchers looked into the narrative text writing errors made by the students. The categorization of student writing errors was the study's main goal. The Surface Strategy Taxonomy analysis of the results revealed 40 mistakes in the students' narrative text. 11 addition mistakes totaling 27.5% were made, as were 20 omission mistakes totaling 50%, 7 misformation mistakes totaling 17.5%, and 2 misordering mistakes totaling 5%. The most typical mistake is omission (20).

Keywords: Writing, Narrative text, Grammatical error, Error analysis

INTRODUCTION

For many people, learning English is essential. In the majority of other nations, English is the main foreign language taught in schools (Onishchuk et al., 2020). Approximately 150 million children are thought to be studying English as a foreign language in schools right now. Its value as a universal language is the source of its popularity. For worldwide communication in trade and tourism, economic and military support, and scientific and technological publications, mastery of English is often seen as being necessary. From elementary school through college, it is also the most typical foreign language that students are obliged to learn. (Pennycook, 2017)

English language instruction and grammar are closely intertwined. Learning grammar is a crucial part of learning a language. Additionally, there is a practical requirement to prioritize grammar studies. While using dictionaries to determine a word's pronunciation, spelling, or meaning is a straightforward skill to pick up, using grammar books necessitates a solid grasp of grammar. Students must therefore possess a stronger understanding of English grammar in order to study it. Nelson and Greenbaum (2018).

Indonesian speakers appear to have difficulty learning English grammar because the two languages are only marginally similar. One of the factors that can lead to mistakes among students is this (Husda et al., 2020). There are some apparent differences between English and Indonesian grammar. One illustration is the employment of tenses. The past, present, and future tenses of a verb in an English sentence indicate how the time period in question will take shape. On the other hand, the Indonesian language does not distinguish between the use of time and tense. (Anjarani & Indahwati, 2019).

Due to this basic difference, many students occasionally write in English and commit grammatical mistakes. There are various grammatical errors in the students' writing. They don't always recognize their flaws and don't know how to fix them.

Numerous research on grammatical errors have been conducted. A research on the grammatical faults made by Santa Theresia II fifth-year students when writing interrogative phrases was done by Wijaya (2007). By using the Richard (1974) classification of errors, she found that the majority of pupils made mistakes when using an auxiliary.

In her research on error analysis, Victoria (2009) also used Ho (2005)'s mistake taxonomy theory and found that the noun group had the most errors, followed by the verb group, the sentence structure, and the preposition..

Then Sa'diyah (2010) investigated the grammatical errors in the multilingual movie reviews submitted by students. Her research incorporated the concept of error analysis from Burt and Kiparsky (1974). Out of six different types of grammar mistakes, she found four. In the skeleton of English sentences, the most prevalent type is missing the simple predicate "be."

In 2011, Aprillia also looked into the grammatical faults in English writing produced by SMK Pariwisata's tour and travel services department's twelfth-grade pupils. She analyzed the results using Ho's (2005) theory of classification errors. The most often mistyped words were nouns and noun clusters, she observed.

Lastly, Erkaya conducted a study titled "Vocabulary and L1 Interference - Error Analysis of Turkish Students" (2012). He looked at the errors in 17 essays written in English by 17 Turkish pupils. Using the mistake analysis technique developed by Burt and Kiparsky (1974), he found that lexical errors were by far the most problematic.

Although many research on grammatical errors have been conducted and published, none have examined how junior high school students produce narrative writing. In this study, the author makes an effort to concentrate on grammatical errors in narrative texts written by ninth-graders at SMPN 1 Kuta Buluh, Tanah Karo, Sumatera Utara. Because they deal with previous events and had to be stated in the past tense, the author favors narrative texts.

Due to the absence of a past form in Indonesian, many students' narrative compositions are prone to have grammatical faults. Another type of material junior high students must study is narrative text. The ninth-grade pupils produced simple and brief story writing but still made some basic mistakes despite having previously understood the content.

RESEARCH METHODS

The case study research design was used with the descriptive qualitative research methodology. This study set out to identify EFL students who made grammatical mistakes when writing narrative prose. As samples, the researchers used 28 ninth graders from several parallel classes at SMPN 1 Kuta Buluh, Tanah Karo. On the writing test, those samples were discovered at random. These tools were developed to gather information on the mistakes made when writing narrative texts. First, the researchers observed that the teacher had provided a description of the lesson and related directions in the descriptive text, in addition to noting the text's general organization. Some of the offered subjects were made available to the learners so they may apply their own thoughts to construct narrative language. The essay test was allowed 45 minutes. After submission, the teacher checked the grade for errors before marking it. In order to assess the data, Miles et al. (2014) developed a model that encompassed data reduction, data visualization, and conclusion drawing/verification.

The amount of grammatical errors was decreased by the researchers using the information needed from the essay test. In this case, the information that was neither necessary nor supported was discarded. The data display then included all of the different grammatical errors that were identified using percentages to analyze the most common kind. The presentation was put on the table. The data display's main goal was to clarify the study's goals. The next step was to formulate conclusions in order to debate the research and validate the findings.

RESULTS AND DISCUSSION

In this chapter, the researcher explained the research findings after analyzing the data, which had various classification errors. In the tenth grade during the academic year 2022– 2023, students from SMPN 1 Kuta Buluh, Tanah Karo, submitted narrative texts, and the researcher was able to identify the wrong sentences among them.

The researcher presented the findings from the study involving student error. Students from SMPN 1 Kuta Buluh, Tanah Karo's IX Grade took a test on Thursday, May 19, 2023 to gather information about how to write a narrative composition that included three topics. 28 students served as the study's subjects. In this section, the researcher (1982) classified the faults made by pupils when producing narrative text using Dulay's theory. SST is the name of the theory, and it is one method for categorizing error. The data was used to identify four categories of grammatical mistakes in student writing: omission, addition, misformation, and misordering error.

An omission error occurs when a part necessary for a sentence to be properly constructed is missing. The presence of an object that shouldn't be a component of a complete sentence marks an addition error. Use of an improper morpheme or structure sets misformation mistakes apart from other errors. The last error category under the surface approach taxonomy is misordering. Misplacing morphemes or groups of morphemes in a sentence is one of these faults. After analysis and prediction, the researcher identified 40 categories of faults in the students' narrative text. The researcher received assistance from grammatical experts in identifying the mistakes made by the students. The following table displays how the researcher grouped these mistakes:

Table displaying the distribution of student writing exam errors

NO	TYPES OF ERRORS	TOTAL OF ERRORS	ERRORR IN PERCENTAGE
1	Omission	20	50 %
2	Misordering	2	5 %
3	Misinformation	7	17,5 %
4	Addition	11	27,5 %
5	Total	40	100 %

Based on the distribution in the above table, the authors concluded that the students from IX Grade of SMPN 1 Kuta Buluh, Tanah Karo made 40 errors. The most common error was omission (50%), whereas error of misordering was the least prevalent (5%). The percentages were also discussed in this study: Surface Strategy Taxonomy (1982) was developed after identifying the errors using Dulay's approach. Here are some instances of each type of error.

A. Student Errors (Omission)

Omission is the absence of a necessary detail that is expressly stated in a sentence. It is generally happens when students are writing, they miss some words. See the followings

ERRORS	CORRECTIONS
Lau Kawar is legend which comes...	Lau Kawar is a legend which comes
...from Tanah Karo which located	...from Tanah Karo which is located
Lau Kawar believed as a village	Lau Kawar is believed as a village

The first statement featured a noun error, which was caused by an omission in the previous sentence, which deleted "a" based on the sentence. To be a complete sentence, that noun should be preceded by 'a'. The second and the third sentences, 'is' should be added to make them passive.

B. Students' Error (Addition)

The presence of a component that shouldn't be present in a well-formed utterance distinguishes addition errors from other types of grammar mistakes. Students typically made this mistake by typing extra words. As a result, the following error occurs:

ERRORS	CORRECTIONS
Lau Kawar was sunk and to changed to...	Lau Kawar was sunk and changed to...
...believed as one which region	...believed as one region

Addition error happened above because the students included unnecessary words, which are not required in that sentences.

C. Students' Error (Misformation)

The improper morpheme or structural form distinguishes misformation mistakes. This was the most prevalent inaccuracy in student writing when spelling words. Consider the following as examples of such errors:

ERRORS	CORRECTIONS
...and afterword change to become...	...and afterward change to become...
Formly Lau Kawar was believed as ..	Formerly Lau Kawar was believed as...

In above sentences, there were misspelling in writing the word "afterword" and Formly". They should be corrected as "afterward" and "formerly"

D. Students' Error (Misordering)

Misordering errors occur when a morpheme or collection of morphemes is placed wrongly in a sentence. An example of an error is as follows:

ERRORS	CORRECTIONS
..a village where did people live	..a village where people lived
Karonese people whom most of them were	Karonese people most of whom were

In above sentences, there were Misordering errors in writing "where did people live" and "whom most of ". They should be corrected as "where people lived" and "most of whom"

The authors identified from the 28 students Ninth Grade Students of SMPN 1 Kuta Buluh, Tanah Karo participating in this test in their writing, addressing the challenges produced by students when writing narrative text, based on data analysis. Dulay (1982)

distinguished four kinds of mistakes. The surface strategy taxonomy, which divides errors into four categories

(omission, addition, misformation, and misordering), was used by the authors to identify errors. An omission error occurs when an object required for a properly constructed utterance is missing. Because the presence of an object should not be present in a well- formed speech, addition errors are detected. The incorrect application of a morpheme or structure distinguishes error of misformation. The taxonomy of surface strategy errors is completed by misordering. These errors are distinguished by a morpheme or group of morphemes that are incorrectly positioned in a sentence.

CONCLUSIONS

SMPN 1 Kuta Buluh, Tanah Karo students were specifically examined and categorized for the kinds of errors they broke the law while writing a narrative for the study's conclusion. To categorize the errors, Dulay's Surface Strategy Taxonomy was applied. The first form of error in the surface strategy taxonomy is an omission error, which happens when something that should be in a well-written statement is missing. The presence of any word or phrase that shouldn't be in a sentence distinguishes the second form of error, addition. The third sort of error, called misformation, is distinguished by the usage of an erroneous morpheme or structural element. The fourth category of fault in the surface approach taxonomy is misordering. Each child selected The Legend of Lau Kawar. The most frequent error type was an omission, which had 20 total errors and a 50% rate and left students unclear of how to use English writing standards. The lowest amount of inaccuracy found was 2 misordering errors at 5%, according to the study. This kind showed that the students had already internalized some rules of the target language, in accordance with Dulay's hypothesis.

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