AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT BY STUDENTS GRADE EIGHT AT SMP SWASTA VALENTINE DELI SERDANG

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Abstract

The researchers conducted this research to find out some of the mistakes made by students in writing, especially in writing narrative text. The researchers involved several grade VIII students of SMP SWASTA VALENTINE DELI SERDANG in academic year 2020/2021. The researchers conducted a qualitative descriptive study with 15 students participating in the study by giving them a questionnaire test. This study found 4 types of grammatical errors in students' writing, namely spelling, verb tense, article, and capitalization with the following number of errors. 1: Spelling with 29 errors = 18.70%, Verb tense with 69 errors = 44.51%, Articles with 31 errors = 20% and Capitalization with 26 errors = 16.77% . The total accumulated grammar mistakes made by the students were 155.

Keywords: *analysis, grammatical errors, narrative text*.

INTRODUCTION

1.1. Background of study

A language is a communication tool used by all countries in expressing ideas or means of communication, one of the languages that are often used as a means of speech in several countries is English. as time goes by and the increasing progress of the world some residents choose to find work and continue their life outside their country, so they must be proficient in their English. In English, four skills must be mastered, namely writing, speaking, reading, and listening.

In this journal, we will discuss one of these abilities, namely writing. In writing, many things must be considered in pouring it, as verb tense, spelling, capitalization, and article. According to (Zamel, 2007) "writing can be a process where people can explore and find their thoughts and concepts within the design of writing". In other words, writing is one all told human activity in issuing ideas or ideas in writing. In the writing activity, the students should have a concept concerning what they'll write and much they recognize the topic, realize the suitable words to specific a concept. One straightforward approach of creating writing additional meaningful to students is to form students write one thing elaborate the expertise they need each expertise has the seeds for the potential flowering of significance ideas. If we tend to state communicatory writing, we tend to should state narrative text. The narrative text is one type of text that is found in English and requires the ability to write that type of text. Narrative text tells of unreal or fictional events, usually those that happened in the past or that have already happened.

Grammatical errors are often in various grammatical aspects like spelling, verb tense, article, and capitalization. Students often produce grammatical errors like mapping grammatical patterns inappropriately and are mistaken in applying syntax, for supported the phenomena, conclusively in writing, students cannot avoid making errors particularly in grammar which is very why this has become a students' problem in learning English. Supported the explanation above, the authors are interested in researching several types of errors in terms of omission, addition, misformation, and misordering. This study focuses on the Eight grade students of SMP

Swasta Valentine Deli Serdang. On condition that English is employed as a global language and language proficiency in every country, they need to have good skills. Competency in language skills to become good English.

Students are good writers, they will use their thinking and develop it through English in that language which will be effective if they master grammar understanding. Writing skills for school students to use English with good grammar students can teach since the first semester so that they do not experience difficulties in writing. Students must be aware of the kinds of essays that are written. Each essay has a different character with different writers according to their thoughts.

1.2. The problem of the study

Based on the above background, it can be concluded as follows.
1. What kinds of errors students often make?
2. What common types of errors students make in writing the narrative text?
3. How is percentage of grammatical errors students make in writing?

1.3. Objective of the study

The following are some of the objectives of this study.

1. To find out kinds of errors students often make
2. To find out common types of errors students make in.
3. To look how percentage of grammatical errors students make in writing is.

1.4. Scope and Limitation of the study

Subject

The scope of the study is limited by the researcher on analyzing grammatical errors in writing by narrative text such as verb tense, article, capitalization, and spelling. The subject of this study at 8th-grade Smp Swasta Valentine Deli Serdang in the academic year 2020/2021.

Object

The object of this study is *An Analysis of Grammatical Errors in Writing Narrative Text.*

1.5. The Significance of the Study

The results of this research are useful for the teacher and students. For the teacher, they can improve about narrative text especially teaching, in mainly narrative text. As well, they can plan instructing and successful lesson arrange to create students understanding of language structure.

For students, by knowing their blunders, students can dodge making the same syntactic arrange the mistakes such as spelling, verb tense, article, and capitalization and it can be minimized in composing account content. They can develop the ability to write narrative text in writing

1.6 Research Terminology

In this research, three things must be explained. To avoid misunderstanding of the readers.

 A. **Grammatical error**

in this research, grammatical errors mean that students mistake the rules of English writing especially about the narrative text such as verb tense, spelling, article, and capitalization. According to (Coghill & Magedanz, 2003) "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to create meaningful units."

 B. **Narrative text**

According to (Anderson & Anderson, 2003) explain that "a narrative may be a text that tells a story and, in doing so, entertains the audience, in which there are character, setting, and action". The characters, the setting, and therefore the problem of the narrative are usually introduced within the beginning. The problem reaches its high point in the middle. The ending resolves the problem. The research tells students to write narrative text.

 C. **Writing**

In writing, the writer can express ideas in mind and pay the eye to the principles of writing. According to (White, 1986;10) "writing is that the process of expressing the ideas, information, knowledge, or experience and understand the writing to accumulate the knowledge or some information to share and learn". The errors made by the students at the SMP Swasta Valentine Deli Serdang, in terms of using in application grammar for their narrative text writing.

METHOD

This chapter defined the method on how the researchers lead their research. It consisted of the research design, population and sample, time and location of research, data instrument, data collection, and data analysis.

2.1 Research Design

This research is descriptive research that used qualitative research. (Marshall & Rossman, 1999; 2-3) "qualitative research was an approach to the study of social phenomena; had a various genre which was naturalistic and interpretative, and that they drew on multiple methods of inquiry". As stated by (Ary, 1985) "Research is also defined because of the application of the scientific approach to the study of a problem". The problem is a few things which need to be solved. She also explained, "Descriptive research method is employed to get information about existing conditions and are widely utilized in educational research" (1985: 322). (Cohen et al., 2007; 168) also describes "there have been some purposes in qualitative research, they were describing and reporting the creation of key concepts, theory generation, and testing". Descriptive research used a qualitative method in collecting the data. According to (Arikunto, 2002;75) that "descriptive research had no speculation, but most effective defined some variable and circumstance". Furthermore, this study had a purpose to describe the grammatical error in the eighth grade of students' narrative text of English Education Study at Smp Swasta Valentine Deli Serdang.

2.2 Population and sample

According to (Cohen et al., 2007;72) that "a small group of the population to be observed is the sample and the bigger gathering about which the generalization is made is called a population". The population of the research is the second grade of SMP Swasta Valentine Deli Serdang. The second grade of SMP Swasta Valentine Deli Serdang is divided into two classes. In this study, the researcher took one class consisting of fifteen students to analyze grammatical errors in writing narrative text.

2.3 Time and Location of Research

The writers did their research at the second grade of SMP Swasta Valentine Deli Serdang, located on Jalan Perintis Kemerdekaan No. 31, Desa Sei Semayang, Kec.Sunggal, Kab. Deli Serdang. They conducted this research at the school on 22nd march 2021.

2.4 Data Instruments

In collecting data, the researchers used a questionnaire test in the analysis of grammatical errors in writing narrative text at eighth grade of SMP Swasta Valentine Deli Serdang. The researchers have given one narrative text in which the grammar of the text was missing. The researchers gave multiple choice for answering the missing grammar in the narrative text. The students have written the missing grammar based on the multiple-choice provided by the researchers based on the narrative story text.

2.5 Data Collection

The researchers collected the data by conducting some stages:

Firstly, the researchers met the headmaster to get permission to make research in his school.

1. The researchers discovered the manner of coaching getting to know within the study room.
2. Thirty minutes after that, the researchers got here to the field and gave the students VIII the questionnaire check.
3. Then, the researchers did the check inside the classroom for forty-five minutes.
4. So, the researchers have accumulated their questionnaire test.
5. After that, the researchers analyzed students' questionnaire writing to find the error made by the school students. The researchers focused on the four parts of errors in this study. Those are spelling, verb tense, article, and capitalization.
6. Finally, the researchers counted total errors and make the percentage of errors, and classification the errors. (Cholipah, 2014)

2.6 Data Analysis

The researcher has obtained the data, the writers analyze it to find answers to the questions of this journal. Researchers used the theory of (Sudijono, 2009 p, 43)The qualitative results that the researcher did use the following formula:

$$P = \frac{F}{N} \times 100$$

P= Percentage

F= Frequency of error occurred

N= Total numbers of error

FINDINGS AND DISCUSSION

This part talks about the explanation of the writing mistakes discoveries made by students in writing skills. the author classifies students' grammatical errors. Spelling, Verb tense, Article, and Capitalization. This section presents our findings and discussion of the study. Student's errors and sources of error are presented first. This is then followed by a discussion about the research In this study the authors tried to find out the types of grammar mistakes made by students in seeing the ability to write English, especially in narrative text.

FINDINGS

3.1 Kinds of Grammatical Errors in Writing

a. Erorr of Spelling

Some students, particularly those who are learning English as a second or foreign language, struggle with written English because they must pronounce words differently than they are written. Because they are influenced by the words they normally pronounce, some students at SMP Swasta Valentine Deli Serdang often write English words with misspellings. The authors discovered some errors during their research. (Nanning, 2020)

Example of error and correction

Than he was angry as he realized that his son had eaten his food .	***Then*** he was angry as he realized that his son had eaten his food ("then" in the sentence leads to the "next occurrence rather". while 'than' leads to the comparison)
Now you have to ***exact*** to consequence of what you did.	Now you have to ***accept*** to consequence of what you did. (the use of the sentence "accept" is more appropriate)

b. Error of Verb Tense

Verb tense is determined by when the action occurred. The tense of a verb may also indicate whether an action is routine, ongoing, or completed. This is referred to as the verb's aspect, and it is a component of tense. Some students at SMP VALENTINE Deli Serdang, write English words with errors of verb tense. The authors discovered some errors during their research.

Example of error and correction

He was very surprised when he ***Gets*** a big fish.	He was very surprised when he ***Got*** a big fish. (because the time of the sentence happenes in the past)
When he ***Getting*** to his house that afternoon he took bath	When he ***Got*** to his house that afternoon he took bath. (because the time of the sentence happenes in the past)

c. Error of Article

The article is a meaningless phrase that describes a noun (kata sandang). Some students at SMP Valentine Deli Serdang, write English words with errors in an article. The authors discovered some errors during their research.

Some girl married to Toba on one condition that never tell anybody about her past.	***The*** girl married to Toba on one condition that never tell anybody about her past. ("some" is used for more than one thing. So the answer is The)
Then it was called Lake Toba and the middle of the lake there is ***The*** Island called Samosir Island.	Then it was called Lake Toba and the middle of the lake there is ***An*** Island called Samosir Island. (because An use to "vowel" while "The" used for more specific objects

d. Error of Capitalization

Capitalization is the word with the first letter in uppercase and the rest of the letters in lowercase. The following are some of the mistakes the researcher found during the research in writing English through narrative text

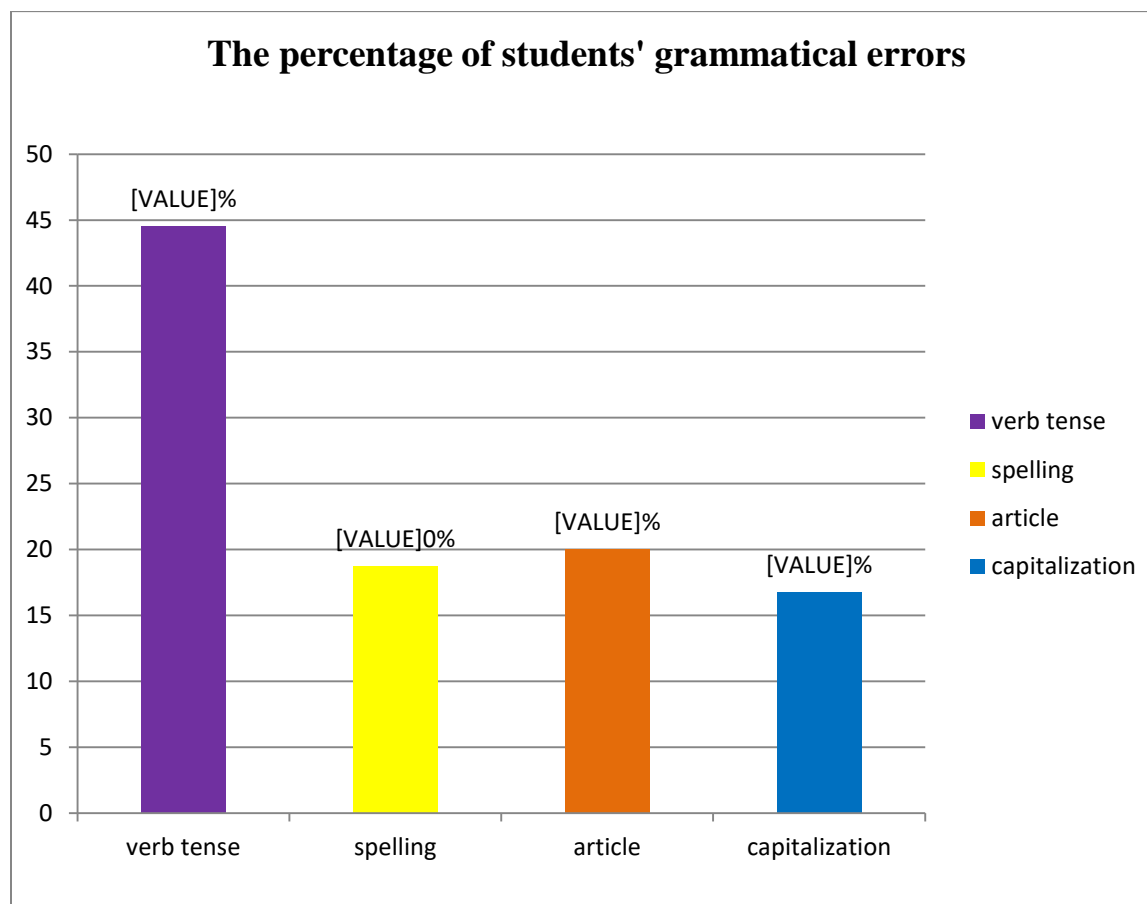| When his father worked hard in his rice field and farm, *SAMOSIR* just slept.	When his father worked hard in his rice field and farm, *Samosir* just slept.
Then it was called *lake toba* and in the middle of the lake there is an island called Samosir Island.	Then it was called *Lake Toba* and in the middle of the lake there is an island called Samosir Island.

DISCUSSION

This section discusses the results of research conducted by the author in finding grammatical errors in students writing English, especially in the narrative. The highlights of the above findings are discussed in this section. This section is divided into three main discussions. The first section discusses the kinds of grammar mistakes students make in writing narrative text. The second section discusses the most frequent grammar mistakes made by students that the authors get through research. The next section discusses the percentage of grammatical errors made by students in writing narrative texts

The findings of this study revealed that students made several grammatical errors in their narrative essays ranging from common mistakes, namely verb tense errors to uncommon errors, namely capitalization. This means that students still have difficulty using English grammar accurately and correctly in their narratives. The difficulty is verb tense, article, spelling, and capitalization. This shows that students do not have adequate knowledge of the narrative text and bad vocabulary.

In the data, the writer found all exiting types of error. They are **spelling, verb tense, article, and capitalization.**

NO	Spelling	Verb Tense	Article	Capitalization	Total
1	0	4	2	2	8 (5.16%)
2	2	5	3	4	14 (9.03%)
3	2	4	3	3	12 (7.74%)
4	1	3	2	2	8 (5.16%)
5	2	5	3	0	10 (6.45%)
6	2	5	2	0	9 (5.80%)
7	2	3	2	2	9 (5.80%)
8	3	5	2	2	12 (7.74%)
9	3	5	2	3	13 (8.38%)
10	3	4	1	0	8 (5.16%)
11	3	6	2	0	11 (7.09%)
12	0	4	1	0	5

				(3.22%)
13	2	6	3	4	15 (9.67%)
14	1	4	2	2	9 (5.80%)
15	3	6	1	2	12 (7.74%)
Total	**29**	**69**	**31**	**26**	**155(100%)**

The percentage of students' grammatical errors

CONCLUSION

From all the forms (recognizable proof, classification, and calculation) included analysis has found, there were 95% botches found in add up to, which may be classified in four syntactic kinds. Table 1 will presents the rate of syntactic botches committed by members, the kinds, and the number of information (number of mistakes). The speculations investigate in this paper perform composing which worked to both linguistic botches and shapes of the account content. Our analysis found some mistakes. They are spelling, article, verb tense, and capitalization. Concerning the information investigation and kinds of grammatical blunders, it can be seen that the foremost kind of syntactic mistake is a mistake in utilizing verb tense and article, and in this journal, we provide some suggestions for teachers and students.

Advice for teachers: create a pleasant atmosphere while studying. Teachers can use games and songs. By text containing song lyrics and rubbing a few sentences then play the song and fill it and look for the meaning of the lyrics so that the student memorizes several sentences and their meanings.

For students: make a target every day, then by reading an English story and looking for meaning that has not been understood**.**

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