
INVESTIGATING CAUSES OF GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT AT ELEVENTH GRADE OF SMA NEGERI 1 SIANTAN

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Abstrak

Kesalahan tata bahasa dalam penulisan teks narative dalam bahasa Inggris cukup beragam dan sering terjadi pada penuls baru atau pun berpengalaman. Tujuan dari penelitian ini adalah untuk menganalisis kesalahan tata bahasa dalam menulis teks narative dan menemukan penyebab utama siswa kelas sebelas di SMA Negeri 1 Siantan sering melakukan kesalahan tata bahasa pada saat menulis teks naratif. Banyak siswa sering mengalami kesalahan penulisan tata bahasa dalam tulisan mereka yang dapat mengganggu kemampuan siswa untuk menulis secara efektif. Penelitian ini menganalisis data kesalahan dari teks naratif yang dibuat oleh 28 siswa menggunakan pendekatan deskriptif kualitatif dengan metode menganalisa dari tugas siswa dalam menulis teks naratif untuk mengumpulkan data melihat letak kesalahan tata bahasa yang sering lakukan ketika menulis,, kemudia sejumlah siswa diwawancarai untuk menyelidiki penyebab kesalahan. hasil penelitian ini menunjukkan bahwa siswa ketika menulis teks naratve banyak melakukan kesalahan di omission dan penyebabnya karena siswa sering menulis teks naratif dalam bahasa Inggris selalu menulis dengan bahasa pertama yang di terjemahkan ke bahasa Inggris hal inilah yang mengakibatkan perbedaan dalam tata bahasa terjemahan dan menyebabkan siswa membuat kesalahan tata bahasa dalam menulis teks naratif.

Kata Kunci: *Kesalahan tata bahasa, analisis kesalahan, menulis teks naratif.*

Abstract

Grammatical errors in writing narrative texts in English are quite diverse and often occur in new or experienced writers. The purpose of this study was to analyze grammatical errors in writing narrative texts and find the main causes of eleventh grade students at SMA Negeri 1 Siantan often making grammatical errors when writing narrative texts. Many students often experience grammatical errors in their writing that can interfere with students' ability to write effectively. This study analyzed error data from narrative texts made by 28 students using a qualitative descriptive approach with a method of analyzing student assignments in writing narrative texts to collect data to see the location of grammatical errors that are often made when writing, then a number of students were interviewed to investigate the causes of the errors. the results of this study indicate that students when writing narrative texts make many errors in omission and the cause is because students often write narrative texts in English always write in the first language that is translated into English, this is what causes differences in the grammar of the translation and causes students to make grammatical errors in writing narrative texts.

Keywords: *Grammatical errors, error analysis, writing narrative texts.*

INTRODUCTION

Writing skills are the activity of conveying messages, feelings, ideas and ideas expressed through Syatriana's writing (2018, p. 3). Furthermore, according to Azizah (2016, p. 314) states that in writing skills you must master the topic of the problem to be written and in writing you must also master the vocabulary. Meanwhile, according to Parera (in Aljalita, 2015, p. 2) states that writing skills are skills using spelling, punctuation, word formation, use of sentences, selection of sentences, selection of words to make sentences effective, expressing thoughts carefully, precisely, logically and consistently. A piece of writing is said to be effective if the writing is structured well and carefully, so that readers can easily understand the message, news and message conveyed in the piece. Another opinion also explains that according to Hyland (2003.p314), writing is not just arranging words into sentences, connecting sentences into paragraphs, and syntax and vocabulary, the ability to apply grammar to various situations and goals, and familiarity with the subject matter of the writing. In a text, grammar is essential; without it, we cannot properly build sentences.

The five basic elements of writing—content, form, grammar, style, and mechanics—must be applied by the students. In actuality, students cannot help but make mistakes when writing, particularly when attempting to organize their sentences or utilize different tenses. As a result, individuals frequently compose grammatically wrong statements. Students must have a solid understanding of grammar in order to write properly. Their writing will be difficult for readers to grasp if it uses improper grammar. According to Alufohai (2016, p. 62) grammar at the sentence level is fundamental for the writing of compositions in English language. There are many rules in grammar, including articles, parts of speech, sentence pattern, and tense, etc (Cook and Ricard, 1980) cited in Muhsin (2016, p. 81).

Grammatical errors continue to develop, especially with the development of language studies, language teaching, and error analysis. According to Rod Ellis (2015), in his latest research on language teaching, he argues that grammatical errors in narrative texts often come from errors in the use of tense or inconsistent time. In narrative texts, where stories are usually told in a certain time form (for

example, past tense), incorrect or inconsistent use of tense can confuse readers and disrupt the flow of the story. A grammatical error in writing refers to a mistake made in the use of language rules, which can affect the clarity, structure, or flow of the writing. These errors occur when a writer does not follow the standard rules of grammar, including sentence structure, verb tense, subject-verb agreement, punctuation, and word usage.

One of the foreign languages taught in schools is English. The Merdeka curriculum serves as a learning guide for English instruction, and pupils acquire the language. The research in question exclusively addresses narrative texts. Students at SMA Negeri 1 Siantan, particularly in class eleven, continue to frequently commit grammatical errors when composing narrative texts, according to the findings of pre-observation conducted by researchers. These errors are particularly common when it comes to language parts like the past tense, adjectives, adverbs, and conjunctions. Students compose narrative texts without considering proper grammar, just writing whatever comes to mind and turning it into a story right away.

Based on the phenomenon above, the majority of students still make grammatical errors when writing, of course writing requires aspects that must be mastered by students, meaning that if students do not still often make grammatical errors, there must be a major error that is often made and there is a cause. The background to the occurrence of this error is based on the problems described above. The researcher is interested in conducting research entitled "Investigating Causes of Grammatical Error in Writing Narrative Text at Eleventh Grade of SMA Negeri 1 Siantan".

RESEARCH METHOD

This study uses a descriptive research method with a qualitative approach, the purpose of this study is to analyze students' grammatical errors in writing narrative texts and analyze the causes of the errors that students make in writing narrative texts. This study was conducted in the eleventh grade of SMA Negeri 1 Siantan with the number of research subjects 28 students in the eleventh grade H.

The supporting instruments used were indirect observation and interviews to find out the most common grammatical errors that occur in students in writing narrative texts and to find out the causes of grammatical errors when students write narrative texts.

The researcher analyzed the assignment given by the teacher to students to write narrative text with a free theme, then after the students finished writing the narrative text, the researcher analyzed 4 grammatical errors, namely omission, addition, miss information and missordering in the story that the students worked on, after that the researcher interviewed the students by giving 10 questions about the students' difficulties in writing narrative texts to find out the causes of students often making errors in writing narrative texts.

RESULTS AND DISCUSSION

The results of this study are first, the analysis of grammatical errors based on the results of the tasks that students do in writing narrative texts and second, finding out the causes of grammatical errors that students have done. To analyze grammatical errors, the researcher uses the theory of Dulay in Kuntjara (2013: 2-5) divides errors into 4 types. They are Omission, Addition, Misformation, and Misordering.

1. Omission

Any selection of specific essential elements in sentences is considered an omission. The lack of some necessary components in the statement indicates the omission. This typically occurs during the initial phases of learning a second language. In storytelling, omission refers to the removal of specific details or the exclusion of some irrelevant information in order to draw attention to particular parts of the story.

Based on the results of the analysis of the tasks that students have completed, the most grammatical errors found by researchers are omissions in the content of narrative texts that students write.

Wrong sentence:

Sentences “*They knew that anything dangerous can*” which should “can” to “could”: “could” is more appropriate in this conditional context.

Sentence “*happen any time in the forest*” seharusnya “any time” to “at any time” added “at” for correct phrasing.

Sentence “*in any case of danger*” to “in case of danger”: Simplified for clarity.

Sentence “*Suddenly, they saw a large bear getting closer toward them*”. which should “to” is more natural in this context.

Sentence “*One of them climbed a nearby tree at once*”. Seharusnya “at once” to “immediately”: More concise.

2. Addition

Any use of superfluous words or phrases in the sentence is considered an addition. When a “unwanted” item appears in a sentence, it indicates the addition. The undesirable elements are absent from a coherent statement. This occurs when students misuse specific grammar rules in the target language.

Addition Error:

a) Introduction Clarity:

Addition: Consider introducing the characters by name at the beginning for clarity.

Sentences “Once upon a time, there were two close friends who were walking through the forest together”. For example, “Once upon a time, there were two close friends, Jake and Sam, who were walking through the forest together.”

b) Danger Awareness:

Addition: Sentences “They knew that anything dangerous can happen any time in the forest”.

After “anything dangerous could happen,” you might clarify what kinds of dangers they were aware of. For example, “They knew that anything dangerous could happen, from wild animals to treacherous paths, at any time in the forest.”

Based on the results of the analysis of the tasks that students have done, the grammatical errors in addition are not too many from omissions, grammatical errors in addition are ranked third, the content of the story that students write is not added with many other things that are not important in the content of the narrative text.

3. Missinformation

Any incorrect form of a particular morpheme or structure is called a missformation. The incorrect use of specific morphemes or structures is a sign of misinformation.

Based on the results of the analysis of the tasks that students have done, the grammatical errors in misinformation are the least compared to other grammatical errors, the grammatical errors in misinformation are ranked last.

Misinfomation analysis

a) Bear Behavior:

The statement that "bears do not want to touch dead creatures" is misleading. While bears are generally cautious, they are omnivores and will scavenge dead animals. It would be more accurate to say that they might not see a human lying still as a threat, but they can be curious or opportunistic.

b) Friend's Reaction:

The idea that one friend climbs a tree while the other pretends to be dead could suggest a lack of teamwork or loyalty. This can misrepresent the theme of friendship unless further context is provided. You might want to clarify their motivations or add background to their actions to avoid the implication that one friend abandons the other.

4. Missodering

Blends occur when two or more morphemes that have the same function appear in a sentence.

Based on the results of the analysis of the tasks that students have completed, grammatical errors in missordering are ranked second among the grammatical errors that students often make in writing narrative text stories.

Missordering analysis

1) Sentence Structure:

Original: "They knew that anything dangerous can happen any time in the forest."

Revised: "They knew that anything dangerous could happen at any time in the forest."

Reason: Changing "can" to "could" (to match the conditional nature) and placing "at any time" for clarity.

2) Action Sequence:

Original: "But unfortunately the other one did not know how to climb up the tree."

Revised: "Unfortunately, the other one did not know how to climb the tree."

Reason: Moving "unfortunately" to the beginning creates a smoother transition.

3) Bear Encounter:

Original: "It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures."

Revised: "It smelled near his ears and slowly left because bears do not want to touch dead creatures."

Reason: "Smelled" is more appropriate than "smelt," and streamlining the sentence improves flow.

From the results of the students' assignments, it can be concluded that students do not understand grammatical components such as subjects, verbs, objects, or complements. Omission one of these components can make the sentence incomplete or unclear, in addition students also omit

articles (a, an, the), auxiliary verbs (is, are, was), prepositions (in, on, at), or conjunctions (and, but, or), these errors are often found by researchers in analyzing the tasks that students do.

Based on the results of the analysis of students' grammatical errors in writing narrative texts, students still make many mistakes in writing one student can make grammatical errors in writing narrative texts 5-10 grammatical errors, therefore the researcher interviewed students to find out the causes of grammatical errors that students make when writing narrative texts.

The researcher gave 10 questions to students about the causes of grammatical errors, For analyzing the cause of error, Norrish's theory was implemented. Norrish (1983:47) states that there are three causes of errors, namely: carelessness, first language Interference, and translation.

Based on the results of the researcher's interview with students, the main cause of students often making grammatical errors in writing narrative texts is in the use of the first language, out of 28 students there were 17 students who gave the same explanation that they had difficulty writing narrative texts using a second language therefore students wrote narrative texts with the first language which was then translated into the second language this is where the error lies in the writing of the grammar of the narrative text.

Based on research by M. L. Qian (2017) in "Vocabulary Knowledge and Writing in a Second Language" shows that writers who write in a second language often have difficulty in choosing appropriate and varied vocabulary. Dependence on their first language causes them to use direct translations that are often inappropriate to the context. Negative Impact: This reduces the richness of expression in narrative texts. For example, in English, there are many words to describe happiness, such as "joy," "ecstasy," or "contentment," which may not be considered by students who only use "happy" as a direct translation of the word "senang"

in Indonesian. As a result, narrative texts become limited and less evocative.

Writing narrative texts using the first language (L1) in the context of a second language (L2) can bring many challenges, such as errors in sentence structure, tenses, grammar and inappropriate idioms, these will become habits that have a negative influence on students in writing a story in a second language.

CONCLUSION AND SUGGESTIONS

Based on the results of the study on Investigating Causes of Grammatical Errors in Writing Narrative Text at Eleventh Grade of SMA Negeri 1 Siantan:

From the results of the assignments that have been done, the mistakes that often occur when students write narrative text are negligence in writing narratives, where students omit words or punctuation in sentences that are written such as missing subject or verb, missing object, omission of articles, conjunctions, pronouns and commas or punctuation. The main cause of students' errors in writing narrative texts from the results of student interviews is that when students write narrative texts, students use their first language first and then translate it into a second language, of course this is a difference in grammar from the first language to the second language.

Some reasons why this research is important include:

1. To improve students' writing skills

By identifying common grammatical errors that occur when students write a story, this will be a reference for students to be able to produce a good and correct written work according to language rules, in addition students can also understand previous mistakes in writing so they can fix them.

2. Improve reader understanding

Grammatical errors can interfere with readers' understanding of the content of the story. This study helps show how these errors can affect the

clarity and coherence of the text, and how to avoid them to improve the reader's experience.

3. Students can learn to write stories directly with a second language

With this research, students know where the mistakes are and change the habit of writing stories using their first language which is then translated into a second language, so that students can practice their writing skills and produce good and correct written work according to the grammar of narrative texts. so that it can help writers to better understand how grammar rules function in the context of the stories and narratives they create.

Overall, to raise the standard of writing and language instruction, study on grammatical errors in narrative text writing is crucial. Both authors and readers can benefit from clearer, more efficient, and more pleasurable narrative texts by being aware of and fixing these mistakes.

Based on the conclusions above, the author would like to express the following suggestions:

1. For teacher, it is expected to pay more attention to the conditions of students in learning activities and guide students in every step in the writing process so that students can write directly in a second language.
2. For schools, it is expected to provide facilities and infrastructure to attract students' interest in writing and learning English.
3. For further reachers, it is expected that the results of this study can be used as a reference for conducting similar research in the same or different learning.

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