AN ANALYSIS OF THE GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT OF THE SECOND YEAR AT SMPS YPPI TUALANG
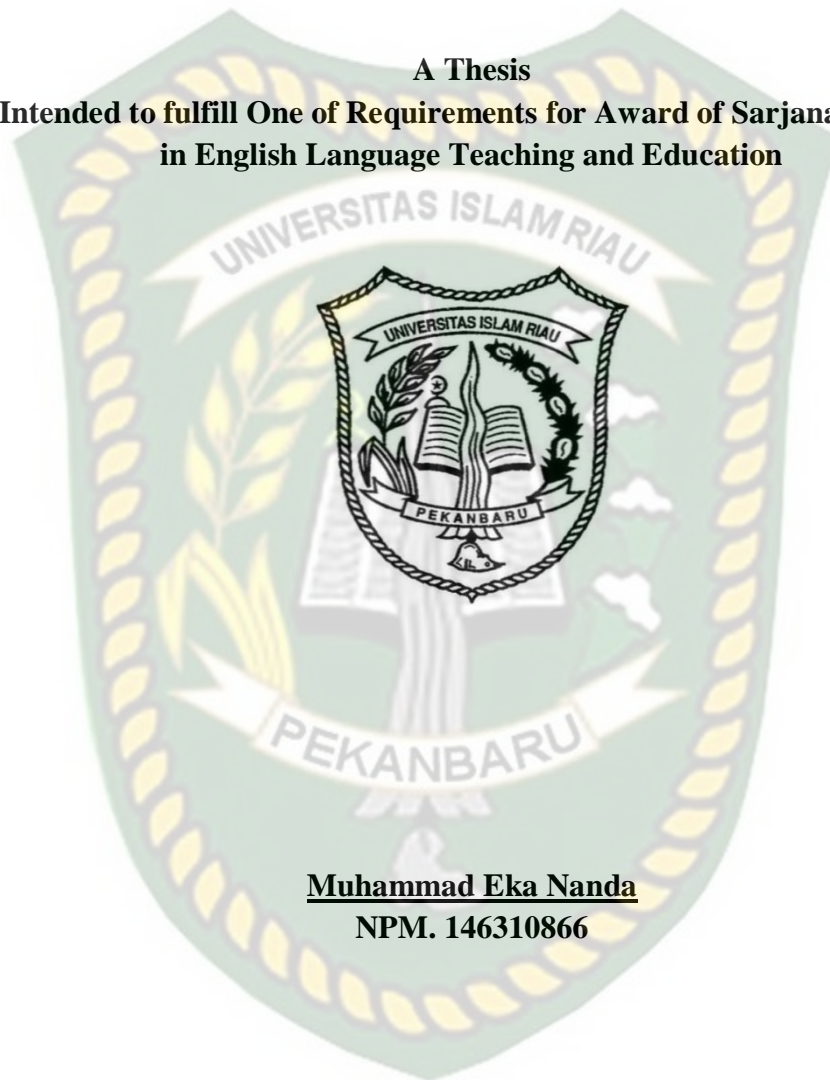
A Thesis
Intended to fulfill One of Requirements for Award of Sarjana Degree in English Language Teaching and Education

Muhammad Eka Nanda
NPM. 146310866

ENGLISH LANGUAGE PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
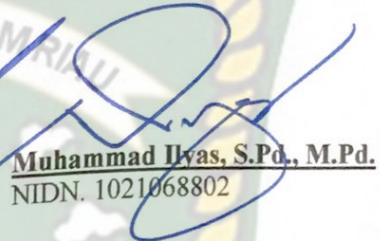**PEKANBARU**
2021

THESIS APPROVAL

Title

AN ANALYSIS OF THE GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT OF THE SECOND YEAR AT SMPS YPPI TUALANG

Name : Muhammad Eka Nanda
Student Number : 146310866
Study Program : English Language Education
Faculty : Teacher Training and Education

Head Advisor

Vice Advisor

Prof. Seno Himala Putra, MPd., Ph.D.
NIDN. 1025086701

Muhammad Ilyas, S.Pd., M.Pd.
NIDN. 1021068802

Head of English Language Education

Muhammad Ilyas, S.Pd., M.Pd.
NIDN. 1021068802

This thesis has been accepted to be one of the requirements for Sarjana Degree in English Study Program Teacher's Training and Education Faculty at Universitas Islam Riau.

Pekanbaru, June 1st, 2021
Dean

Dr. Hj. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005
Sertifikasi : 13110100601134

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THESIS

AN ANALYSIS OF THE GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT OF THE SECOND YEAR AT SMPS YPPI TUALANG

Name : Muhammad Eka Nanda
Student Number : 146310866
Study Program : English Language Education
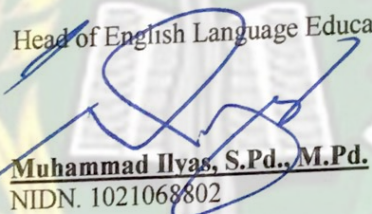Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED
Monday, April 19th 2021

THE EXAMINERS COMMITTEE

Head Advisor

Prof. Seno Himala Putra, M.Pd., Ph.D.
NIDN. 1025086701
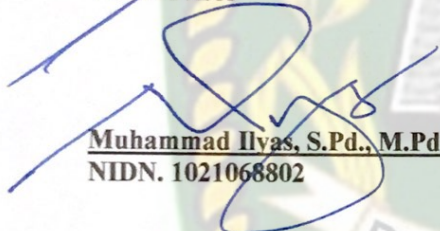
Vice Advisor

Muhammad Ilyas, S.Pd., M.Pd.
NIDN. 1021068802

Examiners
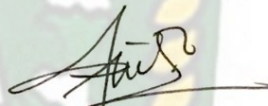
Miranti Eka Putri, S.Pd., M. Ed.
NIDN. 1005068201

Andi Idayani, S.Pd., M.Pd.
NIDN. 1026048501
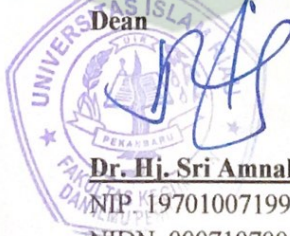
Shalawati, S.Pd., M.A., TESOL.
NIDN. 1023027904

The thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher and Education Universitas Islam Riau

Pekanbaru, June 1st, 2021
Dean

Dr. Hj. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005
Sertifikasi : 13110100601134

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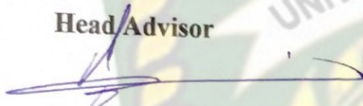
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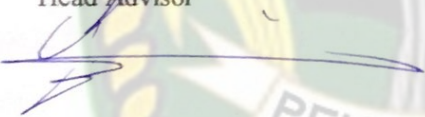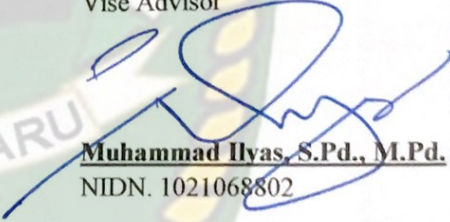## SEMESTER GENAP TA 2020/2021

NPM	: 146310866
Nama Mahasiswa	: MUHAMMAD EKA NANDA
Dosen Pembimbing	: 1. Prof. Dr SENO HIMALAP M.Pd 2. MUHAMMAD ILYAS S.Pd., M.Pd
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir	: Analisis Kesalahan Tata Bahasa dalam Penulisan Teks Narasi Murid Tahun Kedua di SMPS YPPI Tualang
Judul Tugas Akhir (Bahasa Inggris)	: An Analysis of the Grammatical Errors in Writing Narrative Text of the Second Year at SMPS YPPI Tualang
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3	November, 18th 2020	Revised Chapter II & III	Fix some write in chapter II and III	
4	December, 2nd 2020	Revised Chaper III	Fix the references write, conclusion and suggestion	
5	January, 28th 2021	Join Seminar Proposal		
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7	March, 16th 2021	Revised Chapter IV	Completed the Thesis until chapter V	
8	March, 18th 2021	Added and Revised Chapter IV and V	Fix the table of contents, fix the table of chapter IV and then fix the write of chapter IV and V	
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Telp. +62 761 674674 Fax. +62 761 674834 *Website*: www.uir.ac.id *Email*: info@uir.ac.id

F.A.3.10

KARTU BIMBINGAN TUGAS
AKHIR SEMESTER GENAP TA
2020/2021

NPM	: 146310866	
Nama Mahasiswa	: MUHAMMAD EKA NANDA	
Dosen Pembimbing	: 1. Prof. Dr SENO HIMALAP M.Pd	2. MUHAMMAD ILYAS S.Pd., M.Pd
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DECLARATION

I am, a student with the following identity:

Name : Muhammad Eka Nanda

Student Number : 146310866

Study Program : English Education (S1)

Faculty : Teacher Training and Education

Certify that this definitely my own work. The writer is completely responsible for the content of this thesis. Other writer's opinions of finding included in the thesis are quoted or cited in accordance with ethnical standards

Pekanbaru, June 1st, 2021

Muhammad Eka Nanda
NPM. 146310866

ACKNOWLEDGEMENT

In the name of Allah SubhanahuWaTa'ala, who has given blessing, grace, and mercy and healty to complete this study and to finish this thesis entitled **"An Analysis of the Grammatical Errors in Writing Narrative Text of the Second Year at SMPS YPPI Tualang"**.

This thesis is intended to fulfill one of requirements for award of Sarjana degree in English study program FKIP UIR. The researcher would not have possible to finish this thesis without the valuable help and advice from many people concerned. Therefore, the writer obligates to express her sincere and deep gratitude to:

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This thesis is still far from being perfect. Therefore, the constructive critics and suggestions from the readers will be deeply appreciated. The writer hopes this thesis can be useful for the development of education.

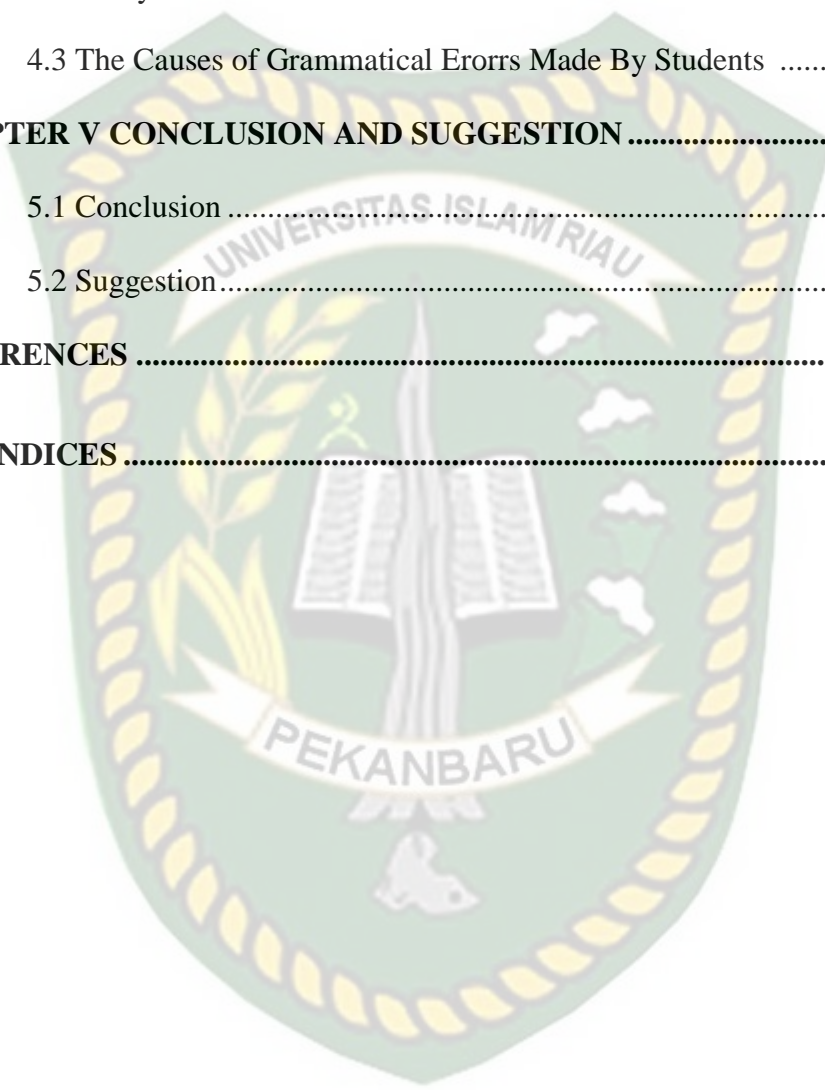Pekanbaru, June 1st 2021

The Researcher

Muhammad Eka Nanda

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ABSTRAK

Muhammad Eka Nanda, 2021.*Analisis Kesalahan Tata Bahasa Dalam Penulisan Narasi Teks Tahun Kedua di SMPS YPPI TUALANG.*

Kata kunci : *Kesalahan, Kesalahan Tata Bahasa, Teks Narasi, Penulisan*

Tujuan penelitian ini adalah untuk mengetahui jenis-jenis kesalahan tata bahasa pada siswa menulis teks narasi yang dibuat oleh siswa tahun kedua SMPS YPPI Tualang. Dalam penelitian ini, peneliti menggunakan teori kesalahan dari Dulay, Burt dan Karshen untuk menganalisis kesalahan siswa dalam menulis teks narasi. Peneliti ingin mengetahui jenis kesalahan apa yang dibuat oleh siswa dalam menulis teks narasi yang dibuat oleh siswa tahun kedua SMPS YPPI Tualang.

Metode yang digunakan dalam penelitian ini adalah desain kualitatif deskriptif. Populasi penelitian ini tahun kedua siswa SMPS YPPI Tualang, yang terbagi dalam enam kelas dan terdiri dari 30 siswa setiap kelas. Dalam peneliti ini, peneliti menggunakan random sampling untuk mendapatkan sampel. Sampel penelitian ini adalah kelas 8,6 pada tahun akademik tahun 2021/2022 SMPS YPPI Tualang yang terdiri dari 18 siswa. Data penelitian ini yang dikumpulkan dari tugas penulisan. Langkah-langkah analisis data adalah: mengumpulkan data dari karya siswa. Mengidentifikasi kesalahan siswa, mengklasifikasikan kesalahan, dan menghitung persentase kesalahan siswa.

Hasil penelitian menunjukkan ada beberapa kesalahan yang dilakukan oleh para siswa. Jenis kesalahan pertama yang dibuat siswa adalah Misordering dengan total kesalahan 5. Kesalahan ini terjadi karena siswa bingung tentang frasa kata benda. Jenis kesalahan kedua yang dibuat siswa adalah Penambahan dengan total kesalahan 71 kesalahan. Kesalahan ini terjadi karena para siswa bingung tentang past tense. Jenis kesalahan ketiga yang dibuat siswa adalah Kelalaian dengan total kesalahan 118 kesalahan. Kesalahan ini terjadi karena siswa tidak tahu tentang kata kerja phrasal. Dan kesalahan paling umum yang dibuat siswa dalam penulisan teks naratif adalah Misformasi dengan total kesalahan 556 kesalahan. Kesalahan ini terjadi karena siswa tidak tahu tentang kata kerja tidak teratur dan kata kerja biasa.

ABSTRACT

Muhammad Eka Nanda, 2021.*An Analysis of the Grammatical Errors In Writing Narrative Text of the Second Year at SMPS YPPI TUALANG.*

Key words : *Error, Grammatical Error, Narrative Text, Writing*

The objective of the research is to know the types of grammatical errors in the students writing narrative text made by the second-year students of SMPS YPPI Tualang. In this research, the researcher used Dulay, Burt and Karshen's theory of errors to analyze students' errors in writing narrative text. The researcher want to know what types of errors made by the students in writing narrative text made by the second-year students of SMPS YPPI Tualang

The method use in this research was a descriptive qualitatif design. The population of this research in the second year students of SMPS YPPI Tualang, which divided into six classes and it consist of 30 students each classes. In this researcher, the researcher used random sampling to obtain the sample. The sample of this research is 8.6 class in academic year of 2021/2022 of SMPS YPPI Tualang which consist of 18 students. The data of this research which was collected from the writing task. The steps of the data analysis were: collecting the data from the students' works. Identifying students' errors, classifying errors and calculating the percentage of students' errors.

The result of the research showed that there are some errors made by the students. The first type of error that students made is Misordering with the total of error 5 errors. This error happened because the students confused about noun phrase.The second type of error that students made is Addition with the total error 71 erros. This error happened because the students confused about past tense. The third type of error that students made is Omission with the total error 118 errors. This error happened because the students didn't know about phrasal verbs. And the most common eror that students made in narrative text writing is Misformation with the total of error 556 errors. This error happened because the students didn't know about irregular verb and regular verb.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the skills in English language learning. In writing, there are any aspects involved such as grammar, spelling, preposition and punctuation. (Harmer, 2008: 255) says that 'written has a number of conventions which separate it out from speaking'. 'Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwritting, spelling, and layout and punctuation'. It means that writing makes students' grammar and vocabulary become good and how well students' message can be understood in the written form.

Language process, both in spoken and written language. Huddleston (2005) states that although a knowledge of grammar will not on its own create writing skills, there is good reason to think that understanding the structure of sentences helps to increase sensitivity to some of the important factors that distinguish good writing from bad. It would be impossible to learn a language effectively without knowing the grammar because grammar helps learners to identify grammatical forms, which serve to chance and sharpen the expression of meaning. Swan (2005) defines grammar as the rules that show how words are combined, arranged or changed to show a certain kind of meaning. From those definitions, researcher concluded that grammatical error is an error that occurred

based on the wrong in writing the structure of the sentence and rules of grammar that show how words are combined and arranged.

Grammar is one of the skills in writing. But, the problem is some of the students still make errors when they make a sentence until it becomes a paragraph. English grammar is different from Indonesian grammar. English grammar is more difficult than Indonesian grammar. English grammar consists of tenses, students usually make an error in tenses. For example, I *catched* a fish yesterday. Which is supposed to be I *caught* a fish yesterday. It means that grammar is very important in writing a text, especially in narrative texts that the researcher wants to analyze.

Moreover, the narrative text is a type of the text which tells the story in the form of details that can be fictional or factual, and each event in the story which leads to another tries to reach a goal or solve a problem. He also states that the primary purpose of narrative is to entertain (Pratiwi, 2016). It is supported by Jannah (2016) "Narrative text is to amuse, entertain and deal with an actual or vicarious experience in different ways. Its role in society is to tell stories or past events and entertain readers". It can be concluded that narrative writing is a process to describe an event by telling a story which is aimed to entertain the readers. The researcher took narrative text because the researcher came from Siak city, where siak still keeps the story or legend attached. Therefore, the researcher interested in taking narrative text as the research from stories or legends because it has a moral message that can be applied in everyday life. Therefore, the researcher choose a narrative text for the research.

Errors can be seen clearly at the learners' written performance (Nikamtus: 2014). The problems that the students are bound to encounter would be weak vocabulary, inappropriate use of grammar in sentences etc. Teachers who can analyze and treat errors effectively are better equipped to help their students become more aware of their errors. An error is different from a mistake, so we have to be careful to differentiate. According to Lengo in Yulianti (2007), a mistake is a performance error, which is either a random guess or a 'slip', i.e. a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.

Based on all of the reasons that were explained above, the research discussed the analysis of grammatical errors entitled "An Analysis of the Grammatical Errors in Writing Narrative Text of the Second Year at SMPS YPPI Tualang".

1.2 Identification of Problem

Based on the background of the problems presented above and based on the field experience program (PPL) researcher found that learners made mistakes in writing narrative texts such as: The students often forget about the generic structure of narrative. However, the crucial problem is in grammar which consists of verbtenses, word choice, spelling, etc. So that the researcher tries to identify the problem related to the student's errors in writing English paragraphs based on Dulay, Burt and Krashen's theory (in 1982), there are error of omission, error of addition, error of misformation and error of misordering.

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1.3 Limitation of Problem

As the researcher has explained above, there are many problems faced by the students in writing English paragraphs. However, in this study the researcher focused on analyzing the second grade students' grammatical errors on writing a narrative paragraph at SMPS YPPI Tualang. To be more focused, the problem is limited to analyzing the students' grammatical errors on English writing through narrative paragraphs that are based on Dulay, Burt and Krashen's theory (in 1982).

1.4 Formulation of Problem

Based on the background of study, the researcher would like to seek the answer to the following problem.

1. What are the types of grammatical errors in the students writing narrative text made by the second-year students of SMPS YPPI Tualang?

2. What are the causes of grammatical errors made by the students in writing narrative text?

1.5 Objective of the Research

The main goal of the study is to know.

1. The types of grammatical errors in the students writing narrative text made by the second-year students of SMPS YPPI Tualang.

2. The causes of grammatical errors made by students in writing narrative text.

1.6 Significance of the Research

The result of the research are expected to be beneficial both theoritically and practically.

1. Theoritically, this research may verify the previous research findings and theories and can be used as a reference for the next research.
2. Practically, the result of this research can be used by English teachers as information in analyzing errors.

1.7 Definition of the key Terms

To avoid misunderstanding about the terms, the researcher gives the definition of the key terms used in this study:

1. Error

As Brown stated (2007) an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

2. Grammatical Error

Grammatical errors are not only classified as an error in the grammar, but also is classified in usage or mechanic and subset of spelling errors (Leacock, 2010: 1). Mechanical errors include obvious typograpical error and some abuse of

punctuation. Typographical error is like 'a the gun' and abuse of punctuation is like commas in 'the girl standing there Jane is smiling'. Commas are important to make the sentence accurately meaningful and avoid the ambiguity, as there are two subjects in that sentence, 'Jane and the girl standing there'.

3. Narrative Text

According to Subyantoro (2009) narrative is a collection of events arranged in order of time or event. Narratives are usually written based on observations. The form of narrative writing is preferred in learning because of the narrative of the type of essay that aims to tell a subject matter.

4. Writing

Boardman and Frydenberg (2002) stated that writing is a continuous process of thinking and organizing, rethinking and reorganizing of our ideas.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Definition of Writing

Listening skills, speaking skills, reading skills and writing skills are four components of language. Nurudin (2007: 4) writing is a whole series of activities of a person in order to express ideas and convey them through written language to others for understandable. According to Wagiran and Doyin (2005: 2) writing is one of the language skills used in indirect communication. Writing skills are not obtained naturally but must go through the process of learning and practicing. By its nature, writing is also a productive and receptive language skill. In writing activities, writers must skillfully utilize graphology, vocabulary, structure of sentence, paragraph development and language logic. Jabrohim (2005: 15) writing is an attempt to express what is seen, experienced, felt, and thought into the language of writing.

Based on some of the above opinions, it can be concluded that expressing the idea of feelings or messages that are poured in the form of writing and can be conveyed to others without face-to-face is part of the nature of writing. Writing is also a productive activity, and these skills should always be trained with the right practices.It can be concluded that one of the most needed language skill today is writing skills. Writing allows one to express his or her ideas through written language. Writing is one of four language skills besides listening, reading, and

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speaking. As a skill, the meaning conveyed is clearly not just writing without content but writing in a systematic, logical and ordinary context.

2.1.2 Purpose of Writing

According to Hugo Hartig (in Tarigan 2008: 25) the purpose of writing is:

a. Assigment Purpose

The purpose of this assignment actually has no purpose at all, the author writes something because it is assigned, not on his or her own ability (e.g., the students who are given the task of summarizing the book, the secretary assigned to make a report or minutes of the meeting).

b. Altruistic Purpose

The author aims to amuse the reader, avoid the position of the reader, want to help the reader understand, appreciate his feelings, and reasoning, wanting to make the lives of the readers easier and more enjoyable with his work.

c. Persuasive Purpose

Writing that aims to convince the reader of the truth of the idea conveyed.

d. Informational Purpose

Writing aims to provide information and information to readers.

e. Self-Expressive Purpose

Writing aimed at introducing or expressing the author to the reader.

f. Creative Purpose

Writing aimed to achieve artistic values, artistic values, and so on.

g. Problem Solving Purpose

In writing like this, the author wants to solve the problems, the author wants to explain, purify, and explore.

2.1.3 Use of Writing

The main function of writing is as an indirect communication tool. Writing is very important for education because it makes it easier for students to think, it can also help us think critically, be able to feel and enjoy relationships, deepen our responsiveness or perception, solve our problems, and set the order for experience. Writing can also help explain the thoughts or ideas you want to convey.

According to Halliday (in Jauharoti: 2009), in this modern world the written language has a number of functions in everyday life, including the following functions:

a. Especially for actions: signs in public places, such as traffic signs, television and radio instructions, accounts, list of menu, phone books, election papers, computer manuals and so on.

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b. Especially for information: e.g., newspapers, magazines containing current events, non-fiction books, advertisements, political pamphlets, scientific reports and manuals.

c. Especially for entertainment: e.g., comic strips, fiction books, poetry and drama, newspaper inserts, movie subtitles and so on.

2.2 Narrative Text

2.2.1 Meaning of Narrative Text

Keraf (2007: 136) explains that the narrative is a form of discourse whose main goal is the act of horns woven and assembled into an event that occurs in a unity of time. It can also be formulated in other words that the narrative is a form of discourse that seeks to portray clearly to the reader an event that has already occurred.

Subyantoro (2009: 224) narrative is a collection of events arranged in order of time or event. Narratives are usually written based on observations. The form of narrative writing is preferred in learning because of the narrative of the type of essay that aims to tell a subject matter.

Narrative is a form of writing that seeks to create, narrate, conjecty the act of human action in an event chronologically or that takes place in a certain unity of time (Nurudin 2007:71).

From some expert opinions, it can be concluded that the narrative is a text or writing that aims to tell or tell an event or event from time to time. It is usually

used by authors in a chronological order so that readers can pick up the story scheme.

2.2.2 Characteristics of Narrative Text

Suparno and Mohammad Yunus (2002: 111) explain the characteristics of narrative writing that distinguishes from other essays, namely, narrative writing is a variety of discourses that tell the process of events. The goal is to give the reader a clear picture of the phases, steps, sequences, or sequences of things that have happened.

Wiyanto (2006: 8) presents the characteristics of narrative writing, which is writing that teaches something based on its development from time to time.

According to Keraf (2007: 136) which characterizes the narrative essay is:

1. Highlight the element of action or action
2. Assembled in time order
3. Trying to answer the question, what happened
4. There are conflicts.

From some of the opinions of the experts above, it can be concluded that the characteristics of the narrative text are changes in condition from one time to time (conflict), concerning the time sequence (chronological), there are characters told or written containing stories about human life, can be a life of imagination, real and can be combined both, and the story has the value of beauty, beauty of its contents, and its presentation.

2.3 Error Analysis

A process that makes mistakes is learning. Brown (2007) clarified the statement by providing more explanations that there are some errors as follows: namely, errors of judgment, miscalculations and assumptions that miscalculate important aspects of learning. In addition, it happens virtually in the form of skill or misinformation. It's similar to someone who learns to swim. First, a person jumps into the water and peels off his or her arms and legs until it forms a combination of movements. Structural patterns can keep you afloat and push you through the water. Learning to swim, play tennis, type or read all involves processes that start with mistakes. From these errors, students get feedback from the environment and with student feedback make new efforts that successfully estimate the desired goal.

This means that in learning a language it is very difficult to avoid mistakes. Brown (2007) states that when children learn their first language, they make countless mistakes from the point of view of adult grammar. The reason is that second language learning is a different process from first language learning in its trial and error nature. Therefore, learners will make mistakes in the admissions process. The researcher and teacher are able to find the best solution to minimize mistakes made by learners.

To analyze a learner's language in an appropriate perspective, it's important to make the difference between error and error. Because errors and mistakes are two different phenomena. According to Brown (2007) the error

refers to a performance error which is a random guess or "slip," because it is a failure to use a properly known system. Everyone makes mistakes, both in native and second language acquisitions. Doubts, slips of the tongue, ungrammaticalities and other performance errors occur in both native speakers and second-language speeches. While the error in the language of the learner is the application directly of the system in which the student was operating at the time. Errors, a real deviation from the adult grammar of native speakers, reflect the competence of the learner.

Errors made by learners can be analyzed, classified and observed to convey something from systems operating in learners, leading to an increase in studies of learner errors, It is called error analysis (Brown, 2007: 259). Error analysis becomes differentiated from contrast analysis with error checking caused by all possible sources, not just those that result in negative transfer of the original language.

2.3.1 Grammatical Error

Grammatical error in this research is a deviation of word placement in the sentence no matter what the causes and the characteristics are. According to James (1998), states that students' erroneous output - their composition errors in particular - are not one-to-one removed. But two removes from the native speaker's version. We are not only correcting the errors into what learners want to say but also correcting the errors into what the native speakers would have said or written.

He thus challenges Corder's claim that the data of error analysis are 'two sentences: the idiosyncratic sentence (produced by a learner) and a well-formed sentence (that which the native would have produced)'. These two sentences would then be compared. This is not the case, however. The data of error analysis comprise not two but three sentences: (i) what learner said; (ii) what they were attempting to say; and (iii) what the native speakers would have said (or written) (James, 1998).

This is why analyzing students' grammatical errors in learning other languages will be interesting. Learning another language becomes difficult because the target language has a different system than the original language. This difference sometimes makes students (in this case students) make mistakes, especially in applying grammar.

2.3.2 Types of Error

Dulay (1982) says that there are four descriptive taxonomies to analyze errors, such as:

1. **Linguistic Category Taxonomy**

   Linguistic category taxonomy classifies errors by language component. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and with- in a

clause, which constituent is affected, e.g., the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, and so the adjective.

2. **Surface Strategy Taxonomy**

Surface strategy taxonomy proposed by Dulay, Burt and Krashen in 1982 is a taxonomy developed in analyzing error made by the learners which consist of several alternatives for error classification as a result of comparative categorization and communicative effect taxonomy. Surface strategy taxonomy is very practical since it can physically highlight the cognitive process underlying a learner's reconstruction of the mother tongue and target language by classifying the errors. Besides, this taxonomy also emphasizes that errors are inevitable since the learner is actively progressing towards producing the target language while utilizing their temporary principle in the former language. This taxonomy divides learner errors into four categories which are omission, addition, misformation, and misordering.

3. **Comparative Taxonomy**

Comparative taxonomy classifies 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, interlingual errors, ambigious errors, and unique errors.

4. **Communicative Effect Taxonomy**

Communicative effect taxonomy focuses on the distinguishing between errors that seem to be caused by a miscommunication and those

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that do not. Error that effects the whole sentence obstructs successfully communication, while error that affects a single word of the sentence usually does not obstruct communication. Burt and Kiparsky discovered this taxonomy into two types based on communicative effect: global error and local error (Dulay, 1982)

2.3.2.1 Surface Strategy Taxonomy

According to Dulay, Burt and Krashen (1982), based on the taxonomy, errors are classified this taxonomy into four categories:.

a. **Omission**

These type of error happen when someone deletes an item that must appear in a well-form pronounciation. The potential candidate for omission is a morpheme or word in a sentence. Morpheme in the sentence has a meaning as a noun, adjective, adverb.

For example:

Sinta is the secretary of a new company. (correct)

Sinta secretary new company (incorrect)

The first sentence is the complete sentence, and everyone can understand the meaning of the utterance easily. While, the second sentence is not a complete sentence although it can be understood the meaning from the utterance. However, *is* the one of the grammatical morphemes. Those little words play a minor role in conveying the meaning of a sentence.

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Factually, grammatical morphemes are much more frequently deleted than content words by the learners.

b. Addition

It is the opposite of omission. It happens because of emersion of an item which is not supposed to appear in a well-formed utterance. (Dulay, 1982) classified three types of addition errors; double markings, regularization and simple addition.

1. Double Marking

This error happens when there is the failure to delete certain items which are required in some linguistic constructions but not in others.

For example:

He does not knows my name (incorrect)
He does not know your name (correct)

This sentence is incorrect because it shows the failure or deleting of the third singular person marker –s where the auxiliary does is required.

2. Regularization

There are both regular and irregular in language in which students sometimes get confused to apply the correct in a certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of errors is called errors of regularization.

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For example:

I putted my bag on the table (incorrect).

I put my bag on the table (correct).

The word *putted* is an example of regularization in which the regular past tense *–ed* has been added to the items.

3. Simple Addition

The characteristic of Simple addition error is the characteristic doesn't include the two other error additions (regularization and double marking). Dulay (1982) stated that there are no particular features that characterize simple addition error.

For example:

We stay in over there (incorrect).

We stay over there (correct).

The addition of the preposition 'in' is not appropriate used before over.

c. Misformation

Misformation error happens when the learner uses the wrong form of the morpheme or structure. Similar with the case of addition, misformation is divided into three types which have been frequently reported in the literature. They are regularization, archi- form and alternating form.

1. **Regularization Errors**

A regular marker is used in place of an irregular one.

For example:

He runned so fast (incorrect)

He runs so fast (correct)

This sentence is incorrect because it used –*ed* for the word of *run* where it must be run for a past verb.

2. **Archi- forms**

The selection of one member of a class of forms to represent others in the class is often made by the learners. The form chosen by the learners is called archi-forms.

For example, (Dulay, 1982,p. 161):

That dog (correct)

That dogs (incorrect)

3. **Alternating Forms**

As the learners' vocabulary and grammar grow and by using archi- forms, the learner can choose various members of class as an alternative to choose with each other.

For example:

Those cat.(incorrect)

Those cats (correct)

d. Misordering

Misordering error happens when the learner puts incorrect placement of morpheme in an utterance. Incorrect placement is also indicated from the random arranging of a sentence.

For instance:

He is all the time late (incorrect)

He is late all the time (correct)

2.4 Relevance Studies

In analyzing this thesis, some previous research that discussed grammatical errors are used as related research. They are :

First, based on the results of research conducted by Novita (2017) entitled Common Grammatical Errors In Writing Narrative Text Of Eight Grade Students at MTs Negri Sijenjang it can be concluded that MTsN Sijenjang students face several problems in the process of writing a text. They still have poor knowledge of how to write texts well and grammar. From the results of the research, it showed that there are thirteen common errors found namely verbs, uppercase letters, possessive cases, punctuation, spelling, prepositions, redudan, verbs , singular / plural, word selection, articles and pronouns.

Second, based on the results of research conducted by Febri (2018) entitled An Analysis Of Grammatical Error In Writing Descriptive Text Of The Seventh Grade Students at SMP Negri 3 Tondano it can be concluded that there were 162 grammatical errors occurred in the writing of descriptive students

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analyzed based on the strategic surface of taxonomy. The highest percentage of errors in formation with 53% errors. It means there are 86 error items. Followed by not committing 31% of errors, which means there are 51 error items. The next coupled with an 11% error containing 17 error items. The lowest percentage of errors in bookings is with 5% errors containing 8 things errors.

Third, based on the results of research conducted by Hendriwanto and Bambang (2013) entitled An Analysis Of The Grammatical Error In The Narrative writing Of The Grade Students Of SMA 6 Yogyakarta, it can be concluded that the students of SMA 6 Yogyakarta have not written correctly. Some of the errors contained were 14 types of grammatical errors in student narrative writing found regarding verbs, limited verbs, unlimited verbs, pronouns, spellings, agreements in plurals and singulars, punctuation. Commissive use, commissation of meaning, word scrolling, word choice and irregularity. Second, tense verb error ranked first (24.47%), followed by error pronoun (11.56%)and verb error (10.51%).

2.5 Assumption

The researcher assumes that most of the students usually make grammatical errors in the form of errors of Addition and error of Misformation based on the field experience program (PPL). The researcher choose a surface strategy taxonomy to classify an error made by the students in writing narrative text. Because, surface strategy taxonomy highlights the ways surface structure is altered: student may omit necessary items (Omission) or add unnecessary ones

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(Addition). They may misformation items (Misformation) or misorder them (Misordering).

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is descriptive qualitative design. According to Best and Kahn (2007), "The term descriptive research has often been used incorrectly to describe three types of investigation that is different. In this study, the researcher tries to find the phenomena which occur in writing narrative texts. This design is intended to describe phenomena or problems in learning English. Referring to the statement, the researcher described the students' error in writing narrative texts. In this research, the researcher analyzed the errors based on surface strategy taxonomy.

3.2 Source Of Data

3.2.1 The Participant of the Research

According to Suharsimi Arikunto (2010: 112), if the subject is fewer than 100 people should be taken all of them, if the subject is more than 100 people can be taken 10-15% or 20-25% or more. The subject of the research is the second year students of SMPS YPPI Tualang which is divided into eight regular classes 8.1, 8.2, 8.3, 8.4, 8.5, 8.6. The populations are 180 students. The researcher uses simple random sampling to take the sample that is class 8.6. The researcher took 10% of the populations which consisted of 18 students.

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3.2.2 Location and Time of the Research

The researcher conducted this research at SMPS YPPI Tualang which is located on Jl. Gaharu Komp. Perumahan KPR 1 Perawang, Siak, Riau. The researcher conducted the research at the school from 3rd until 17th of March 2021.

3.3 Research Instruments

(Arikunto in Sujarweni, 2014: 76), Research instruments are tools or facilities used by researchers in using data to make their work easier and the results better, more careful, complete and systematic so that it is easier to process. Instruments used by a researcher to obtain data through tests, students' writing documentation and class documentation.

Instruments are tools (objects), which a researcher uses to collect data from a sample, informants, or objects studied. Instruments, in addition, can be classified by form, type, variety, for example in social sciences, including language, literature and culture. Usually the instrument has (1) Questions (Tests), such as oral tests or written tests (many forms / types of questions / tests) to dig data from samples and informants, (2) Questionnaires (Questioners), (3) Interviews (interviews), recordings and so on (Putra H).

3.3.1 Test

The instrument of this research is writing a test. According to Krishnasamy (2015), the aim of the test is to identify students" proficiency levels and skills

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beside identifying students" maturity of thoughts. Therefore, the students were asked to write a narrative text entitled "The Legend of Umbut Muda" into three paragraphs consist of orientation, complication and resolution.

Umbut Muda was a legend that originated in Siak Sri Indrapura. This legend was a story of a beautiful and wealthy girl named umbut muda. But since her father's death she has lived with her mother. Umbut Muda became arrogant and disrespectful to her mother. Umbut Muda made her mother like a maid at home.

One day there was a feast in another village. Umbut Muda attended a feast with her mother. She wore a fancy dress and all of her jewelries. When they passed a bridge, umbut muda dropped one of her jewels. She told her mother to take the jewelry that fell into the river. But her mother failed to get the jewelry back.

Umbut Muda was very angry with her mother. She said to her mother "You are a stupid woman, get my jewelry back". She stamped her feet, but she didn't realize that the bridge was slippery. Suddenly she fell into the river. She screamed for help. Her mother tried to help her but the stream was too fast. Then umbut muda was drowned. Her mother was very sad and couldn't save her daughter. There are a lot of techniques can be used in collecting data. The researcher used a writing test to find the grammatical errors that students made.

Instruction:

In this test, they have to write a narrative text with several instructions below:

1. Writing names, class, title of text on the paper provided.

2. The topic is: The legend of Umbut Muda .

3. A story of Umbut Muda in Bahasa Indonesia is provided

4. Dictionary is allowed.

5. The time is 60 minutes.

6. Good luck

3.3.2 Documentation

Documentation is data collection required a set of tools or instruments that guide for the retrieval of document data. Observation results in the form of activities, events, objects, conditions or a certain atmosphere (Sujarweni, 2014:32). The reseacher added the students' writing test photos and class documentations.

3.4 Data Collection Techniques

The data of this test which was collected from the writing task. A single data collection technique, i.e. writing task, is applied to elicit students" sentence structure errors. There are some steps in collecting the data, the students were asked to write three paragraphs consist of orientation, complication, and resolution on a piece of paper. The paragraphs were about 150-200 words and 10-

20 sentences. It was done in 60 minutes. The students were allowed to open the dictionary. Their writing was analyzed in terms of errors on the basis of surface strategy taxonomy, with focus on sentences structure errors. In analyzing the data, the researcher go through some important steps, namely: 1) Collecting the data from students" works, 2) Identifying students" error, 3) Classifying students" errors 4) Calculating the percentage of students" errors.

3.5 Data Analysis Technique

The researcher analyzed the data. The steps of the data analysis were:

1. Collecting the data from the students' works

    After the students finished their writing, the researcher collected their works. Then, the researcher checked the students' task to recognize the errors.

2. Identifying students' errors

    The researcher identified data and tried to analyze the data based on the indicator of research. To ensure the validity of the data, these data were checked by 2 raters. They were all coming from English teachers.

3. Classifying errors

    After identifying students' errors, the researcher classified the errors. The aim was to find out the frequency of errors. Each error is classified based on surface strategy taxonomy. Based on surface strategy taxonomy, the errors were classified into omission, addition, misformation, and misordering.

4. Calculating the percentage of students' errors.

In this step, the researcher calculated the errors in order to know how frequent these errors have been made by the students of SMPS YPPI Tualang. In calculating the frequency of each error, the researcher employed the following formula:

$$P = \frac{\sum e}{t} \; x \; 100\%$$

Note:

P : Percentage

e : Number of errors of each type

t : Total of errors

(Adapted from Mahsun, 2007 :192)

CHAPTER IV

RESEARCH FINDING

4.1 Description of Data

As previously stated above, this research is focused on narrative text writing errors made by the second grade students of SMPS YPPI Tualang. The researcher found many errors in students' narrative text writing, and then the researcher made the classification of students' errors grammatical aspect. The researcher only focused on grammatical errors based on Dulay, Burt and Krashen's classification (in 1982), those are Omission, Addition, Misformation and Misordering.

Student's error was analized in every sentence, phrase, and word in tabular from. The table was divide into two column: first column consist of students' original writing, and second column consist of the types of students' errors, the bold words in the first column indicates Omission, the italic words indicates Addition, the red words indicates Misformation, and the underline words indicates Misordering that student made. The red words in the second column indicate that these words still in incorrect form, and it fixed in another column.

4.2 Analysis of Data

The table below is the analysis of students'errors, which is made by the researcher.

Bold words   : Omission
Italic words   : Addition
Red words   : Misformation
Underline words   : Misordering

Table 4.1

Student 1 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda Once upon a time, there lived a beautiful young girl in siak. Her name [1]is Umbut Muda. She was very rich because when her father died, she inherited all of [2]this money and the house. She became [3]evil and proud of [4]himself. Even she [5]doesn't **respect** her mother. She ordered her mother to clean the house, wash her clothes, and cook for her. One day, there was a party in another village. Umbut muda attended the [6]celebration. She [2]*was wearing* her most beautiful dress and all [7]the jewelry. Her mother was with her, holding an umbrella to protect Umbut Muda from the sun. [8]While crossing the bridge, umbut muda dropped one of her bracelets. The bracelet fell into the river. She ordered her mother to go down to the river and [9]get the bracelet, but the river [1]*was*	**A. Omission**	
	Error Analysis	The Correct Answer
	1. Respect 2. Slipped 3. Drowned	1. Respect to 2. Slipped over 3. Was drowned
	B. Addition	
	1. Was flooded 2. Was wearing	1. Flooded 2. Wore
	C. Misformation	
	1. Is 2. This 3. Evil 4. Himself 5. Doesn't 6. Celebration 7. The jewelry 8. While crossing the 9. Get 10. Bracelet 11. Foot 12. Notice 13. Flow	1. Was 2. His 3. Nasty 4. Herself 5. Didn't 6. Feast 7. Her jewerlies 8. When they passed a 9. Got 10. Bracelet 11. Feet 12. Realize 13. Stream
	D. Misordering	
	--------	--------

Student's Narrative Text	Types of Error	
flooded. The bracelet sank and could not be seen. The mother failed to get the [10]bracalet back. Umbut Muda was furios. She shouted at her mother, "You are a stupid and lazy woman!" she said " Go down to the river again and get my bracelet back !" she stamped her [11]foot and didn't [12]notice that the bridge was slippery. Suddenly she [2]**slipped** and fell into the river. She screamed for help. Her mother tried to help her, but the [13]flow was too fast. Umbut muda [3]**drowned**. Umbut muda's mother was very sad. She couldn't save her daughter's soul.		

From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 1 made is Misformation with the total of error 13 errors. Student 1 made error in changing verb and wrong choice of words. For example: 'get' it should be 'got', and 'evil' it should be 'nasty'. The second type of error student 1 made is Omission with the total of error 3 errors. For example: 'respect' it should be 'respect to'. The third types of error student 1 made is Addition with the total of error 2 errors. For example: 'was flooded' it should be 'flooded'. The last type of error student 1 made is Misordering, no errors found.

Table 4.2

Student 2 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there lived a beautiful young girl in siak. Her name [1]is Umbut Muda. She was very rich because when her father died, she inherited all of [2]she money and the house. She became [3]evil and proud of herself. Even she [4]doesn't **[1]respect** her mother. She ordered her [5]mather to clean the house, wash her clothes, and cook for [6]she.	1. Respect 2. Slipped 3. Drowned	1. Respect to 2. Slipped over 3. Was drowned
	B. Addition	
	1. Was wearing 2. Was flooded	1. Wore 2. flooded
	C. Misformation	
	1. Is 2. She 3. Evil 4. Doesn't 5. Mather 6. She 7. Celebration 8. The jewelry 9. She 10. While crossing the 11. His 12. Dwon 13. Get 14. He 15. Foot 16. Notice 17. She 18. Flow	1. Was 2. His 3. Nasty 4. Didn't 5. Mother 6. Her 7. Feast 8. Her jewerlies 9. Her 10. When they passed a 11. Her 12. down 13. Got 14. She 15. Feet 16. Realize 17. Her 18. Stream
One day, there was a party in another village. Umbut muda attended the [7]celebration. She [1]*was wearing* her most beautiful dress and all [8]the jewelry. Her mother was with [9]she, holding an umbrella to protect Umbut Muda from the sun. [10]While crossing the bridge, umbut muda dropped one of [11]his bracelets. The bracelet fell into the river. She ordered her mother to go [12]dwon to the river and [13]get the bracelet, but the river [2]*was flooded*. The bracelet sank and could not be seen. The mother failed to get the bracelet back.		
	D. Misordering	
Umbut Muda was furios. She shouted at her mother, "You are a stupid and lazy woman " [14]he said " Go down to the river again and get my bracelet back " she stamped	--------	--------

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Student's Narrative Text	Types of Error	
her [15]foot and didn't [16]notice that the bridge was slippery. Suddenly she [2]**slipped** and fell into the river. She screamed for help. Her mother tried to help [17]she, but the [18]flow was too fast. Umbut muda [3]**drowned**. Umbut muda's mother was very sad. She couldn't save her daughter's soul.		

From the data that analyzed by the researcher above, can be concluded that the most common grammatical error that student 2 made is Misformation with the total of error 18 errors. Student 2 made error in word choice especially in pronoun.. For example: 'cook for she' it should be 'cook for her'. The second type of error student 2 made is Omission with the total of error 3 errors. For example: 'slipped' it should be 'slipped over'. The third types of error student 2 made is Addition with the total of error 2 errors. For example: 'was flooded' it should be 'flooded'. The last type of error student 2 made is Misordering, no errors found.

Table 4.3

Student 3 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
[1]Unce upon a time there lived a beautiful young girl in siak. [2]Its [1]**name** Umbut Muda. She was very rich [2]**when** [3]his father died, [4]he inherited [3]**all her money** and the house. She became [5]evil and proud of [6]himself. Even [7]he	1. Name	1. Name was
	2. When	2. Because when
	3. All her money	3. All of his money
	4. Respect	4. Respect to
	5. Furious	5. Was furious
	6. Slipped	6. Slipped over
	7. Drowned	7. Was drowned
	8. Very sad	8. Was very sad

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Student's Narrative Text	Types of Error	
[8]doesn't [4]**respect** [9]his mother. She ordered her mother to clean the house, wash her clothes, and cook for her.	*B. Addition*	
	1. Was wearing	1. Wore
	2. The umbut muda	2. Umbut muda
	3. Was flooded	3. Flooded
	4. The umbut muda	4. Umbut muda
One day, there was [1]<u>another village party</u>. Umbut muda attended the [10]celebration. She [1]*was wearing* her most beautiful dress and all of her [11]jewelry. Her mother was with her, holding an umbrella to protect [2]*the Umbut Muda* from the sun. [12]While crossing the bridge, umbut muda dropped one of her bracelets. It fell into the river. She ordered her mother to go down to the river and [13]get the bracelet, but the river [3]*was flooded*. The bracelet sank and could not be seen. The mother failed to get the bracelet back.	C. Misformation	
	1. Unce	1. Once
	2. Its	2. Her
	3. His	3. Her
	4. He	4. She
	5. Evil	5. Nasty
	6. Himself	6. Herself
	7. He	7. She
	8. Doesn't	8. Didn't
	9. His	9. Her
	10. Celebration	10. Feast
	11. Jewelry	11. Jewerlies
	12. While crossing the	12. When they passed a
	13. Get	13. Got
	14. When	14. Go
	15. Got	15. Get
	16. Foot	16. Feet
	17. Notice	17. Realize
	18. Him	18. Her
	19. Flow	19. Stream
Umbut Muda [5]**furious**. She yelled at her mother, "You are a stupid and lazy woman!" she said " [14]went down to the river again and [15]got my bracelet back " she stamped her [16]foot and did not [17]notice that the bridge was slippery. Suddenly she [6]**slipped** and fell into the river. She screamed for help. Her mother tried to help [18]him, but the [19]flow was too fast. [4]*The Umbut muda* [7]**drowned**. Her mother [8]**very sad**. She could not save her daughter's soul.	**D. Misordering**	
	1. Another village party	1. A party in another village

From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 3 made is Misformation with the total of error 19 errors. The error that student 3 made is in change verbs. For example: 'get' it should be 'got'. The second type of error student 3 made is Omission with the total of error 8 errors. For example: 'drowned' it should be 'was drowned'. The third types of error student 3 made is Addition with the total of error 4 errors. For example: 'the umbut muda' it should be 'umbut muda'. The last type of error student 3 made is Misordering with the total of error 1 error. For example: 'another village party' it should be 'a party in another village'.

Table 4.4

Student 4 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Long time [1]a go, there [2]is a [3]beautifull young girl live in siak. Her name [4]is Umbut Muda. She [5]is very rich because when her father [1]*is died*, she inherited all of [1]**money** and [2]**house**. She became bad and proud to [6]her self. Even she [7]is not respect to her mother. She [8]command her mother to clean house, wash clothes, and cook the food for her.	1. Money	1. His money
	2. House	2. The house
	3. Sun	3. The sun
	4. River	4. The river
	5. Slipped	5. Slipped over
	6. Drowned	6. Was drowned
	7. Very sad	7. Was very sad
	B. Addition	
	1. Is dead	1. Dead
	2. Was wearing	2. Wore
	3. Was flooded	3. Flooded
	4. Was failed	4. Failed
One day, there was a party in another village. Umbut muda attended the [9]celebration. She [2]*was wearing* her most [10]beautifull [11]gawn and all [12]the jewelry. Her mother was with [13]hers, holding an	C. Misformation	
	1. A go	1. Ago
	2. Is	2. Was
	3. Beautifull	3. Beautiful
	4. Is	4. Was
	5. Is	5. Was
	6. Her self	6. Herself
	7. Is	7. Did
	8. Command	8. Commanded

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Student's Narrative Text	Types of Error	
umbrella to protect Umbut Muda from [3]**sun**. [14]Whill crossing the bridge, umbut muda dropped one of [15]his bracelets. The bracelet fell [16]in to [4]**river**. She commanded her mother to go down to the river and [17]get her bracelet, but the river [3]*was flooded*. The bracelet sank and could not be seen. Her mother [4]*was failed* to get the bracelet back. Umbut Muda was furious. She said to her mother, "You're a stupid and lazy woman!" she said "Go down to the river again and get my bracelet back !" she stamped [18]his [19]chin and didn't [20]notice that the bridge was slippery. Suddenly [21]he [5]**slipped** and fell into the river. She screamed for help. Her mother tried to help her daughter but the [22]flow was too fast. Umbut muda [6]**drowned**. Umbut muda's mother [7]**very sad** because she couldn't save her daughter. was very sad. [23]He couldn't save [24]his daughter's soul.	9. Celebration 10. Beautifull 11. Gawn 12. The jewelry 13. Hers 14. Whill crossing 15. His 16. In to 17. Get 18. His 19. Chin 20. Notice 21. He 22. Flow 23. He 24. His	9. Feast 10. Beautiful 11. Gown 12. Her jewerlies 13. Her 14. When they passed 15. Her 16. Into 17. Got 18. Her 19. Feet 20. Realize 21. She 22. Stream 23. She 24. Her
D. Misordering		
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 4 made is Misformation with the total of error 24 errors. The error that student 4 is in word choice especially in pronoun. For example: 'she stamped <u>his</u> feet' it should be 'she stamped <u>her</u> feet'. The second type of error student 4 made is Omission with the

total of error 7 errors. For example: 'very sad' it should be '<u>was</u> very sad'. The third types of error student 4 made is Addition with the total of error 4 errors. For example: '<u>is</u> died' it should be 'died'. The last type of error student 4 made is Misordering, no errors found.

Table 4.5

Student 5 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there lived a beautiful young girl in siak. [1]His name [2]is [3]young umbut. [4]He was very rich because when [5]his father died, [6]he inherited [1]**all his money** and [7]home. [8]He [9]become [10]evil and proud of 11 himself. Even 12 he 13 doesn't [2]**respect** [14]his mother. She ordered her mother to clean the house, wash her clothes and cook for her .	1. All his money	1. All of his money
	2. Respect	2. Respect to
	3. Furious	3. Was furious
	4. Slipped	4. Slipped over
	5. Drowned	5. Was drowned
	6. Sad	6. Was very sad
	B. Addition	
	1. Was wearing	1. Wore
	2. The umbut young	2. Umbut muda
	3. The young umbut	3. Umbut muda
	C. Misformation	
One day, there [15]is a party in another village. [16]Young umbut [17]attendet the [18]celebration. She [1]*was wearing* her most beautiful dress and all [19]the jewelry. [20]His mother was with [21]him holding an umbrella to protect [2]*the umbut young* from the sun. [22]While crossing the bridge, [3]*the young umbut* dropped one of [23]the bracelets. The bracelet fell into the river. [24]He ordered [25]his mother to go down to the river and got the bracelet, but the river [26]flood.	1. His	1. Her
	2. Is	2. Was
	3. Young umbut	3. Umbut muda
	4. He	4. She
	5. Is	5. Her
	6. He	6. She
	7. Home	7. The house
	8. He	8. She
	9. Become	9. Became
	10. Evil	10. Nasty
	11. Himself	11. Herself
	12. He	12. She
	13. Doesn't	13. Didn't
	14. His	14. Her
	15. His	15. Was
	16. Young muda	16. Umbut muda
	17. Attendet	17. Attended
	18. Celebration	18. Feast
	19. The jewelry	19. Her jewelries
	20. His	20. Her

Student's Narrative Text	Types of Error	
The bracelet sank and could not be seen. The mother failed to get the bracelet back. [27]Young umbut [3]**furious**. She shouted at her mother, "You are a stupid and lazy woman!" [28]he said, "Go down to the river again and get my bracelet back!" [29]he stamped her feet and didn't [30]notice that the bridge was slippery. Suddenly [31]he [4]**slipped** and fell into the river. [32]He screamed for help. [33]His mother tried to help [34]him, but the [35]flow was too fast. [36]Young umbut [5]**drowned**. [1]Mather umbut very young [6]**sad**. [37]He couldn't save [38]his daughter's soul.	21. Him	21. Her
	22. While crossing the	22. When they passed a
	23. The	23. Her
	24. He	24. She
	25. His	25. Her
	26. Flood	26. Flooded
	27. Young umbut	27. Umbut muda
	28. He	28. She
	29. He	29. She
	30. Notice	30. Realize
	31. He	31. She
	32. He	32. She
	33. His	33. Her
	34. Him	34. Her
	35. Flow	35. Stream
	36. Young umbut	36. Umbut muda
	37. He	37. She
	38. His	38. Her
	D. Misordering	
	1. Mather umbut very young	1. Umbut muda's mother

From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 5 made is Misformation with the total of error 38 errors. Student 5 made error in word choice especially in pronoun. For example: 'his mother' it should be 'her mother', because the story is about young girl. The second type of error student 5 made is Omission with the total of error 6 errors. For example: 'furious' it should be 'was furious'. The third types of error student 5 made is Addition with the total of error 3 errors. For example: 'the umbut young' it should be 'umbut muda', the name of the character don't need to be translated. The last type of error student 5 made is Misordering

with the total of error 1 error. For example: 'mather umbut very young' it should

be 'umbut muda's mother'.

Table 4.6

Student 6 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once [1]upan a time, there lived a beautiful young girl in siak. [2]His name [3]is [4]young umbut. [5]He was very rich because when [6]his father died, [7]he [8]imherited **[1]all his money** and [9]home. [10]He became [11]avil and proud of [12]himself. [13]Evan [14]he [15]don't **[2]respect** [16]his [17]mather. She ordered [18]he [19]mather to clean the house, wash her clothes and cook for her.	1. All his money	1. All of his money
	2. Respect	2. Respect to
	3. Furious	3. Was furious
	4. Hosliped	4. He slipped over
	5. Drowred	5. Was drowned
	6. Sad	6. Was very sad
	B. Addition	
	1. Was wearting	1. Wore
	2. The umbut young	2. Umbut muda
	3. The young umbut	3. Umbut muda
One day, there [20]is a party in another village. [21]Young umbut [22]attendant the [23]celebrahan. She [1]*was wearting* her most beautiful dress and all [24]the jawelry. [25]His [26]mather was with [27]him holding an umbrella to protect [2]*the umbut young* from the sun. [28]While crossing the bridge, [3]*the young umbut* dropped one of [29]the bracelats. The bracelet [30]fall into the river. [31]He ordered [32]his mother to go down to the river and got the bracelet, but the river [33]flood. The bracelet sank and could not be seen. The mother [34]falled to get the bracelet back.	C. Misformation	
	1. Upan	1. Upon
	2. His	2. Her
	3. Is	3. Was
	4. Young umbut	4. Umbut muda
	5. He	5. She
	6. His	6. Her
	7. He	7. She
	8. Imherited	8. Inherited
	9. Home	9. The house
	10. He	10. She
	11. Avil	11. Nasty
	12. Himself	12. Herself
	13. Evan	13. Even
	14. He	14. She
	15. Don't	15. Didn't
	16. His	16. Her
	17. Mather	17. Mother
	18. He	18. She
	19. Mather	19. Mother
	20. Is	20. Was
	21. Young umbut	21. Umbut muda
	22. Attendant	22. Attended
	23. Celebrahan	23. Feast
	24. The jawelry	24. Her jewelries

Student's Narrative Text	Types of Error	
[35]Young umbut **[3]furious**. She shouted at her mother, "You are a stupid and lazy [36]waman!" [37]ha said, "Go down to the river again and get my bracelet back!" [38]he stamped her feet and didn't [39]notice that the bridge was [40]slippany. [41]Suddanly **[4]hosliped** and [42]fall into the river. [43]He screamed for help. [44]His [45]mather tried to help [46]him, but the [47]flow was too fast. [48]Young umbut **[5]drowred**. [1]Mather umbut very young **[6]sad**. [49]He couldn't save [50]his [51]doughter's soul.	25. His	25. Her
	26. Mather	26. Mother
	27. Him	27. Her
	28. While crossing the	28. When they passed a
	29. The bracelets	29. Her bracelets
	30. Fall	30. Fell
	31. He	31. She
	32. His	32. Her
	33. Flood	33. Flooded
	34. Fall	34. Fell
	35. Young umbut	35. Umbut muda
	36. Waman	36. Woman
	37. Ha	37. She
	38. He	38. She
	39. Notice	39. Realize
	40. Slippany	40. Slippery
	41. Suddanly	41. Suddenly
	42. Fall	42. Fell
	43. He	43. She
	44. His	44. Her
	45. Mather	45. Mother
	46. Him	46. Her
	47. Flow	47. Stream
	48. Young umbut	48. Umbut muda
	49. He	49. She
	50. His	50. Her
	51. Doughter	51. Daughter
	D. Misordering	
	1. Mather umbut very young	1. Umbut muda's mother

From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 6 made is Misformation with the total of error 51 errors. The error that student 6 made is word choice especially in pronoun. For example: 'her mother tried to help <u>him</u>' it should be 'her mother tried to help <u>her</u>'. The second type of error student 6 made is Omission with the total of error 6 errors. The third types of error student 6 made is

Addition with the total of error 3 errors. The last type of error student 6 made is

Misordering with the total of error 1 error.

Table 4.7

Student 7 Error Analysis

Student's Narrative Text	Types of Error	
Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there lived a beautiful young girl in the siak. [1]It's called [2]young mullet. [3]The was very rich because when [4]his father died, [5]he inherited **1all his money** and the house. [6.]He [7.]become [8]meane and [9]pround of [10]himself. [11]He [12] doesn't even **2 lespech** [13]his mother. [14]He ordered [15]his [16]mothe to clean the house, [16]was [18]his clothes and cook for [19]him.	1. All his money	1. All of his money
	2. Llespech	2. Respect to
	3. Drops	3. Dropped
	4. Down	4. Go down
	5. Not	5. Did not
	6. Sliped	6. Slipped over
	7. Was going	7. The stream was
	8. Drowned	8. Was drowned
	B. Addition	
	1. The young people	1. Umbut muda
	2. Was wearing	2. Wore
	3. The young great	3. Umbut muda
	4. The young fella	4. Umbut muda
	5. The young man	5. Umbut muda
	6. Would brand	6. Stamped
	7. Was screaming	7. Screamed
One day, there was a party in another village. [1]*The young people* attended the [20]celebration. She [2]*was wearing* her most beautiful dress and all [21]the jawellery. [22]His mother was with [23]him holding [24]and umbrella to protect [3]*the young great* from the sun. [25]Passing through the bridge, [4]*the young fella* [3]**drops** in the river. [26]He ordered [27]his mother to go down to the river and [28]get the bangles, but the river flooded. [5]*The young man* was	C. Misformation	
	1. It's called	1. Her name was
	2. Young mullet	2. Umbut muda
	3. The	3. She
	4. His	4. Her
	5. He	5. She
	6. He	6. She
	7. Become	7. Became
	8. Meane	8. Nasty
	9. Pround	9. Proud
	10. Himself	10. Herself
	11. He	11. She
	12. Doesn't	12. Didn't
	13. His	13. Her
	14. He	14. She
	15. His	15. Her
	16. mothe	16. Mother
	17. Was	17. Wash
	18. His	18. Her

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Student's Narrative Text	Types of Error	
furious. [29]He shouted at [30]his mother, "You are a stupid and lazy woman!" [31]he said, "[4]**Down** to the river again and [32]gat my bracelet [33]baeld!" [34]he [6]*would brand* [35]his feet and [5]**not** realize that the bridge was [36]smooth. Suddenly [37]he [6]**slipped** and fell into the river. [38]He [7]*was screaming* for help. [39]His mother tried to help [40]him, but [7]**was going** too fast. [41]Young lads [8]**drowned**. [42]The young mother was very sad. [43]He couldn't save [44]his daughter's soul.	19. Him	19. Her
	20. Celebration	20. Feast
	21. The jawellery	21. Her jewelries
	22. His	22. Her
	23. Him	23. Her
	24. And	24. An
	25. passing through the	25. When they passed a
	26. He	26. She
	27. His	27. Her
	28. Get	28. Got
	29. He	29. She
	30. His	30. Her
	31. He	31. She
	32. Gat	32. Get
	33. Baeld	33. Back
	34. He	34. She
	35. His	35. Her
	36. Smooth	36. Slippery
	37. He	37. She
	38. He	38. She
	39. His	39. Her
	40. Him	40. Her
	41. Young lads	41. Umbut muda
	42. The young	42. Umbut muda
	43. He	43. She
	44. His	44. Her
	D. Misordering	
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 7 made is Misformation with the total of error 44 errors. Student 7 made error in word choice especially in pronoun. For example: 'he screamed' it should be 'she screamed'. The second type of error student 7 made is Omission with the total of error 8 errors. The third type of error student 7 made is Addition with the total of error 7 errors. The last type of error student 7 made is Misordering, no errors found.

Table 4.8

Student 8 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**1. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there lived a beautiful young girl in siak. Her name [1]is umbut muda. [2]He's the rich because when [3]his father died, she inherited [1]**all this money** and the house. She became [4]evil and proud of [5]himself. She [6]does even [2]**respect** [7]his mother. She ordered [8]his mother to clean the house, wash her clothes and cook for [9]him.	1. All his money	1. All of his money
	2. Respect	2. Respect to
	3. In	3. Into
	4. Sliped	4. Slipped over
	5. Drowned	5. Was drowned
	B. Addition	
	1. The young people	1. Umbut muda
	2. Was wearing	2. Wore
	3. The young great	3. Umbut muda
	4. Going	4. Go
	5. I got	5. Get
	6. Going too	6. Too
One day, there was a party in another village. [1]*The young people* attended the [10]celebration. She [2]*was wearing* her most beautiful dress and all her [11]sewellery. [12]His [13]mather was with [14]him holding [15]on umbrella to protect [16]young great from the sun. [17]Passing through the bridge, [3]*the young fella* [18]does are of the rings. The bracelet fell [3]**in** the river. [19]He ordered [20]his mother to go down to the river and [21]get the bangles, but the river [22]flood. It sank and [23]cloud not be seen. [24]The mother failed to get the bracelet back.	C. Misformation	
	1. Is	1. Was
	2. He's the	2. She was
	3. His	3. Her
	4. Evil	4. Nasty
	5. Himself	5. Herself
	6. Does	6. Didn't
	7. His	7. Her
	8. His	8. Her
	9. Him	9. Her
	10. Celebration	10. Feast
	11. Sewellery	11. Jewerlies
	12. His	12. Her
	13. Mather	13. Mother
	14. Him	14. Her
	15. On	15. An
	16. Young great	16. Umbut muda
	17. Passing through	17. When they passed a
	18. Does are	18. Dropped one
	19. He	19. She
Umbut muda was furious. She shouted at [25]his mother, "You are a stupid and lazy	20. His	20. Her
	21. Get	21. Got
	22. His	22. Her
	23. Flood	23. Flooded
	24. The	24. Her
	25. His	25. Her
	26. Reply	26. Realieze
	27. Fall	27. Fell

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Student's Narrative Text	Types of Error	
woman!" she said, "[4]*Going* down to the river again and [5]*i got* my bracelet back!" she stamped her feet and didnot [26]reply that the bridge was slippery. Suddenly she [4]**slipped** and [27]fall into the river. [28]He was [29]screaming for help. [30]His mother tried to help [31]him, but [32]he was [6]*going too* fast. [33]Young lads [5]**drowned.** [34]The young mather was very sad. She couldn't see [35]his daughter's soul.	28. He	28. She
	29. Screaming	29. Screamed
	30. His	30. Her
	31. Him	31. Her
	32. He	32. The stream
	33. Young lads	33. Umbut muda
	34. The young mather	34. Umbut muda
	35. His	35. Her
	D. Misordering	
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 8 made is Misformation with the total of error 35 errors. The error that student 8 made is word choice especially in pronoun. For example: 'his mother' it should be 'her mother'.The second type of error student 8 made is Addition with the total of error 6 errors. The third types of error student 8 made is Omission with the total of error 5 errors. The last type of error student 8 made is Misordering, no errors found.

Table 4.9

Student 9 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there [1]*a liked* a beautiful young girl	1. All the money	1. All of his money
	2. House	2. The house
	3. Respect	3. Respect to

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Student's Narrative Text	Types of Error	

in siak. Her name [1]is umbut muda. [2]He was very rich because when [3]his father died, [4]he inherited **1all the money** and **2house**. [5]He became bad and proud of [6]himself. Even [7]he [8]doesn't [3]**respect** [9]his mother. She [4]**command** [10]his mother to clean **5house,** [2]*washing* clothes and [3]*cooking* for [11]him.

One day, there [12]is a party in another village. Umbut muda attended the party. She [4]*was wearing* her most beautiful dress and all [13]jewelry. [14]His mother held an umbrella [15]with [16]him to protect umbut muda from [6]**sun**. When [7]**crossing** the bridge, umbut muda dropped one of her bracelets. The bracelet fell into the river. [17]He command [18]his mother to go down to [8]**river** [19]san [9]**to** [20]get the bracelet, but the river [5]*is flooded*. The bracelet sank. [21]The mother failed to get [10]**bracelet**.

Umbut muda [11]**so angry**. [22]He shouted at [23]his mother, "You are a stupid and lazy woman!" [24]he said, "[25]Went down to the river again and [26]got my bracelet back!" [27]he stamped [28]his feet and didn't [29]notice that the bridge was slippery. Suddenly [30]he [12]**slipped** and fell into the river. [31]He screamed for help. [32]His

Types of Error

4.	Command	4. Commanded
5.	House	5. The house
6.	Sun	6. The sun
7.	Crossing	7. They passed
8.	River	8. The river
9.	To get	9. Got
10.	Bracelet	10. Bracelet back
11.	So angry	11. Was very angry
12.	Sliped	12. Slipped over
13.	Save souls	13. Save her daughter's soul

B. Addition

1.	A liked	1. Lived
2.	Washing	2. Wash
3.	Cooking	3. Cook
4.	Was wearing	4. Wore
5.	Is flooded	5. Flooded

C. Misformation

1.	Is	1. Was
2.	He	2. She
3.	His	3. Her
4.	He	4. She
5.	He	5. She
6.	Himself	6. Herself
7.	He	7. She
8.	Doesn't	8. Didn't
9.	His	9. Her
10.	His	10. Her
11.	Him	11. Her
12.	Is	12. Was
13.	Jewellery	13. Her jewerlies
14.	His	14. Her
15.	With	15. For
16.	Him	16. Her
17.	He	17. She
18.	His	18. Her
19.	San	19. And
20.	Get	20. Got
21.	The	21. Her
22.	He	22. She
23.	His	23. Her
24.	He	24. She
25.	Went	25. Go
26.	Got	26. Get
27.	He	27. She

Student's Narrative Text	Types of Error	
mother tried to help [33]him, but the [34]flow [35]is too fast. Umbut muda [36]sinks. [1]Mother umbut muda [37]is very sad. [38]He [39]cannot [13]save souls.	28. His	28. Her
	29. Flood	29. Realieze
	30. He	30. She
	31. He	31. She
	32. His	32. Her
	33. Him	33. Her
	34. Flow	34. Stream
	35. Is	35. Was
	36. Sinks	36. Was drowned
	37. Is	37. Was
	38. He	38. She
	39. Cannot	39. Couldn't
	D. Misordering	
	1. Mother umbut muda	1. Umbut muda's mother

From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 9 made is Misformation with the total of error 39 errors. The error that student 9 made is in change verb. For example: 'sinks' it should be 'was drowned'. The second type of error student 9 made is Omission with the total of error 13 errors. The third types of error student 9 made is Addition with the total of error 5 errors. The last type of error student 9 made is Misordering with the total of error 1 error.

Table 4.10

Student 10 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there lived a beautiful young girl in the siak. [1]It's called [1]a young mullet. [2]He was very rich because when [3]his	1. All his money	1. All of his money
	2. Respect	2. Respect to
	3. In	3. Into
	4. Down	4. Go down
	5. Not	5. Didn't
	6. Sliped	6. Slipped over

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Student's Narrative Text	Types of Error	
father died, [4]he inherited **[1]all his money** and the house. [5]He became mean and [6]pround of [7]himself. [8]He [9]doesn't even **[2]respect** [10]his mother. [11]He ordered [12]his mother to clean the house, wash [13]his clothes and cook for [14]him.	**B. Addition**	
	1. A young mullet	1. Umbut muda
	2. The young people	2. Umbut muda
	3. Was wearing	3. Wore
	4. The young great	4. Umbut muda
	5. The young fella	5. Umbut muda
	6. The young man	6. Umbut muda
	7. Would brand	7. Samped
	8. was going	8. Was
One day, there was a party in another village. [2]*The young people* attended the [15]celebration. She [3]*was wearing* her most beautiful dress and all her [16]jewellery. [17]His mother was with [18]him, holding an umbrella to protect [4]*the young great* from the sun. [19]Passing throught the bridge, [5]*the young fella* [20]drops one of [21]his rings. The bracelet fell **[3]in** the river. [22]He ordered [23]his mother to go down to the river and [24]get the bangles, but the river [25]fllooded. It sank and could not be seen. [26]The mother failed to get the bracelet back.

[6]*The young man* was furious. [27]He shouted at [28]his mother, "You are a stupid and lazy woman!" [29]he said, "**[4]Down** to the river again and get my bracelet back!" [30]He [7]*would brand* [31]his feet and **[5]not** realize that the bridge was [32]smooth. Suddenly [33]he **[6]slipped** and fell into the river. [34]He was screaming for help. [35]His mother tried | **C. Misformation** | |
	1. It's called	1. Her name was
	2. He	2. She
	3. His	3. Her
	4. He	4. She
	5. He	5. She
	6. Pround	6. Proud
	7. Himself	7. Herself
	8. He	8. She
	9. Doesn't	9. Didn't
	10. His	10. Her
	11. He	11. She
	12. His	12. Her
	13. His	13. Her
	14. Him	14. Her
	15. Celebration	15. Feast
	16. Jewellery	16. Jewerlies
	17. His	17. Her
	18. Him	18. Her
	19. Passing throughHis	19. When they passed
	20. Drops	20. Dropped
	21. His	21. Her
	22. He	22. She
	23. His	23. Her
	24. Get	24. She
	25. Flood	25. Flooded
	26. The	26. her
	27. He	27. She
	28. His	28. Her
	29. He	29. She
	30. He	30. She
	31. His	31. Her
	32. Smooth	32. Slippery
	33. He	33. She
	34. He	34. She
	35. His	35. Her

Student's Narrative Text	Types of Error	
to help [36]him, but [37]he [8]*was going* too fast.	36. Him	36. Her
	37. He	37. The stream
	D. Misordering	
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 10 made is Misformation with the total of error 37 errors. The error that student 10 made is in change verb. For example: 'was wearing' it should be 'wore'. The second type of error student 10 made is Addition with the total of error 8 errors. The third types of error student 10 made is Omission with the total of error 6 errors. The last type of error student 10 made is Misordering, no errors found.

Table 4.11

Student 11 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
A long time ago, [1]have lived a beautiful young girl in siak. [2]Whose name was umbut muda. [3]He was [1]**very** because when [4]his father died, she [5]inherted [2]**all her money** and a house. [6]He became [7]evil and [8]pround of [3]**self.** Even [9]he [10]did no [4]**respect** [11]his mother. [12]He ordered [13]his mother [5]**clean** the house, [6]**his clothes** and [7]**cook**.	1. Very	1. Very rich
	2. All her money	2. All of his money
	3. Self	3. Herself
	4. Respect	4. Respect to
	5. Clean	5. To clean
	6. His clothes	6. Wash her clothes
	7. Cook	7. Cook for her
	8. Party	8. A party
	9. Furious	9. Was furious
	10. Sliped	10. Slipped over
	11. Mother	11. Her mother
	12. To	12. Tried to
	13. Mother	13. Her mother
One day, there was [8]**party** in another village. Umbut	*B. Addition*	
	1. Was wearing	1. Wore

Student's Narrative Text	Types of Error	
muda attended the [14]celebrahan. She [1]*was wearing* [15]he most beautiful dress and [16]hall [17]the jewelry. Her mother was [18]wit her holding an umbrella to protect umbut muda from the sun. When [19]over [20]the badge, umbut muda fell into the river and got [21]becelet [22]get of bee sen. [23]The mother [24]falled to get the bracelet back. Umbut muda **[9]furious**. [25]He shouted at [26]his mother, "You are stupid and lazy [27]women!" [28]he said, "[29]Went down to the river again and [30]got my bracelet back!" [31]he stamped [32]his [33]lag and [34]dird not realize that the bridge was [35]stude. [36]He **[10]sliped** and fell into the river. [37]He sceamed for help. **[11]Mother [12]to** [38]hel [39]him, but [40]he was [41]umbut muda. **[13]Mother** was very sad. She could not save her [42]doughter's soul.	C. Misformation	
	1. Have	1. There
	2. Whose	2. Her
	3. He	3. She
	4. His	4. Her
	5. Inherted	5. Inherited
	6. He	6. She
	7. Evil	7. Nasty
	8. Pround	8. Proud
	9. He	9. She
	10. His	10. Her
	11. He	11. She
	12. His	12. Her
	13. His	13. Her
	14. Celebrahan	14. Feast
	15. He	15. Her
	16. Hall	16. All
	17. The jewelry	17. Her jewelry
	18. Wit	18. With
	19. Over	19. Passed
	20. The badge	20. The bridge
	21. Becelet	21. Bracelet
	22. Get of bee sen	22. Could not be seen
	23. The	23. Her
	24. Falled	24. Failed
	25. He	25. She
	26. His	26. Her
	27. Women	27. Woman
	28. He	28. She
	29. Went	29. Go
	30. Got	30. Get
	31. He	31. She
	32. His	32. Her
	33. Lag	33. Feet
	34. Dird not	34. Did not
	35. Stude	35. Slippery
	36. He	36. She
	37. He	37. She
	38. Hel	38. Help
	39. Him	39. Her
	40. He	40. Umbut muda
	41. Umbut muda	41. Drowned
	42. Doughter's	42. Daughter's
	D. Misordering	

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Student's Narrative Text	Types of Error	
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 11 made is Misformation with the total of error 42 errors. The error that student 11 made is in word choice. For example: 'celebration' it should be 'feast'. The second type of error student 11 made is Omission with the total of error 13 errors. The third types of error student 11 made is Addition with the total of error 1 error. The last type of error student 11 made is Misordering, no errors found.

Table 4.12

Student 12 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
A long time ago, there lived a beautiful young girl in siak. [1]It's [1]**name** Umbut Muda. She was very rich because when [2]his father died, [3]he just got [2]**all they money** and the house. [4]He became [5]evil and proud of [6]himself. Even [7]he didn't [3]**respect** [8]his mother. She ordered her mother to clean the house, wash her clothes, and cook for her.	1. Name 2. All they money 3. Respect 4. Could 5. Furious 6. Sliped 7. Drowned 8. umbut muda mother	1. Name was 2. All of his money 3. Respect to 4. Could not 5. Was furious 6. Slipped over 7. Was drowned 8. umbut muda's mother
	B. Addition	
	1. Was wearing 2. The young chilly 3. Was flooded	1. Wore 2. Umbut muda 3. Flooded
One day, there [9]is a party in another village. Umbut muda attended the [10]celebration. She [1]*was wearing* her most beautiful	C. Misformation	
	1. It's 2. His 3. He 4. He 5. Evil 6. Himself	1. Her 2. Her 3. She 4. She 5. Nasty 6. Herself

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Student's Narrative Text	Types of Error	
dress and all [11]the jewelry. [12]His mother [13]is with him, holding an umbrella to protect [2]*the young chilly* from the sun. When [14]crossing the bridge, umbut muda dropped one of her bracelets. The bracelets fell into the river. [15]He ordered [16]his mother to go down to the river and [17]get the bracelet, but the river [3]*was flooded*. The bracelet sank and [4]**could** to get the bracelet back. Umbut Muda [5]**furios**. She shouted at her mother, "You are a stupid and lazy woman !" she said " go down to the river again and get my bracelet back !" she stamped her [18]foot and did not [19]notice that the bridge was slippery. Suddenly [20]he [6]**slipped** and fell [21]intro the river. She screamed and fell into the river. She screamed for help. [22]His mother tried to help [23]him, but the [24]flow was too fast. Umbut muda [7]**drowned**. [8]**Umbut muda mother** was very sad. [25]He could not save [26]his daughter's soul.	7. He 8. His 9. Is 10. Celebration 11. The jewelry 12. His 13. Is 14. Crossing the 15. He 16. His 17. Get 18. Foot 19. Notice 20. He 21. Intro 22. His 23. Him 24. Flow 25. He 26. His	7. She 8. Her 9. Was 10. Feast 11. Her jewelries 12. Her 13. Was 14. They passed a 15. She 16. Her 17. Got 18. Feet 19. Realize 20. She 21. into 22. Her 23. Did not 24. Stream 25. She 26. Her
	D. Misordering	
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 12 made is Misformation with the total of error 26 errors. Student12 made error in word choice. For

example: 'notice' it should be 'realize'. The second type of error student 12 made is Omission with the total of error 8 errors. The third types of error student 12 made is Addition with the total of error 3 errors. The last type of error student 12 made is Misordering, no errors found.

Table 4.13

Student 13 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
[1]Once a time, a beautiful young girl [1]live in siak. Her name [2]is Umbut Muda. She was very rich because when her father died, [3]he inherited **[2]all her money** and the house. She became [4]evil and proud of herself. [5]He even [6]he [7]direspect her mother. She ordered her [8]mom to clean the house, wash her clothes, and cook for her.	1. Once 2. All his money 3. Bracelets 4. Furious 5. Slipped	1. Once upon 2. All of his money 3. Of her bracelets 4. Was furious 5. Slipped over
	B. Addition	
	1. Was wearing 2. The most beautiful 3. Was flooded	1. Wore 2. her most beatiful 3. Flooded
One day, there was a party in another village. Umbut muda attended the party. She *[1]was wearing [2]the most beautiful* dress and all her [9]jewelry. Her mother was with her, holding an umbrella to protect Umbut Muda from the sun. [10]While crossing the bridge, umbut muda dropped one **[3]bracelets**. She ordered her mother to go down to the river and [11]get the bracelet, but the river *[2]was flooded*. The bracelet sank and could not be seen. The mother	C. Misformation	
	1. Live 2. Is 3. He 4. Evil 5. He 6. He 7. Direspect 8. Mom 9. Jewelry 10. while crossing 11. Get 12. He 13. To his 14. His 15. He 16. He 17. Him 18. Flow	1. Lived 2. Was 3. She 4. Nasty 5. She 6. Didn't 7. Respect 8. Mother 9. Jewelries 10. when they passed a 11. Got 12. She 13. At her 14. Her 15. She 16. She 17. Her 18. Stream
	D. Misordering	
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Student's Narrative Text	Types of Error	
failed to get the bracelet back. Umbut Muda [4]**furious**. [12]He shouted [13]to his mother, "You are a stupid woman !" she said " Go down to the river again and get my bracelet back !" she stamped [14]his feet and did not realize that the bridge was slippery. Suddenly [15]he [5]**slipped** and fell into the river. [16]He screamed for help. Her mother tried to help [17]him, but the [18]flow was too fast.		

From the data that analyzed by the researcher above, it can concluded that the most common grammatical error that student 13 made is Misformation with the total of error 18 errors. The error that student 13 made is in change verb. For example: 'live' it should be 'lived'. The second type of error student 13 made is Omission with the total of error 5 errors. The third types of error student 13 made is Addition with the total of error 3 errors. The last type of error student 13 made is Misordering, no errors found.

Table 4.14

Student 14 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there lived a beautiful young girl in the siak. [1]His name [2]is [3]yang umbut. [4]He was very rich because when [5]his father died, [6]he inherited all of his money and the house. [7]He became [8]evil and	1. Respect 2. Order 3. Furious 4. Slipped 5. Drowned	1. Respect to 2. Ordered 3. Was furious 4. Slipped over 5. Was drowned
	B. Addition	
	1. Was wearing 2. The pannart yang 3. The yang umbut	1. Wore 2. Umbut muda 3. Umbut muda

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Student's Narrative Text	Types of Error	
[9]prand of [10]himself. Even [11]he [12]doesn't **respect** [13]his mother. She ordered her [14]mather to clean the house, wash her clothes, and cook for her.	4. One are of	4. One of
	5. Would brand	5. Stamped
	6. Was screaming	6. screamed
	7. Was going too	7. Was too
	C. Misformation	
One day, there [15]is a party in another village. [16]Yang umbut attended the [17]celebration. She *[1]was wearing* her most beautiful dress and all [18]the jewellery. [19]His [20]mather was with [21]him, [22]hading an umbrella to protect *[2]the pannart yang* from the sun. [23]While crossing the bridge, *[3]the yang umbut* dropped *[4]one are of* the bracelets. The bracelet [24]fail into the river. [25]He **[2]order** the river [26]flood. The bracelet sank and could not be seen. [27]The mother failed to get the bracelet back.	1. His	1. Her
	2. Is	2. Was
	3. Yang umbut	3. Umbut muda
	4. He	4. She
	5. His	5. Her
	6. He	6. She
	7. He	7. She
	8. Evil	8. Nasty
	9. Prand	9. Pround
	10. Himself	10. Herself
	11. He	11. She
	12. Doesn't	12. Didn't
	13. His	13. Her
	14. Mather	14. Mother
	15. Is	15. Was
	16. Yang umbut	16. Umbut muda
	17. Celebration	17. Feast
	18. The Jewellery	18. Her jewelries
	19. His	19. Her
	20. Mather	20. Mother
	21. Him	21. Her
	22. Hading	22. Holding
	23. while crossing	23. when they passed a
[28]Yang umbut **[3]furios**. She shouted at her mother, "You are a stupid and lazy woman!" [29]he said " Go down to the river again and get my bracelet back !" [30]he *[5]would brand* [31]his [32]foot and did not [33]notice that the bridge was [34]smouth. Suddenly [35]he **[4]slipped** and fell into the river. [36]He *[6]was screaming* for help. [37]His mother tried to help [38]him, but [39]he *[7]was going too* fast. [40]Yang lads **[5]drowned**. [41]The yang mother was very sad. [42]He couldn't save [43]his	24. Fail	24. Fell
	25. He	25. She
	26. The	26. She
	27. flood	27. Flooded
	28. Yang umbut	28. Umbut muda
	29. He	29. She
	30. He	30. She
	31. His	31. Her
	32. Foot	32. Feet
	33. Notice	33. Realize
	34. Smouth	34. Slippery
	35. He	35. She
	36. He	36. She
	37. His	37. Her
	38. Him	38. Her
	39. He	39. She
	40. Yang lads	40. Umbut muda

Student's Narrative Text	Types of Error	
daughter's soul.	41. The young mother	41. Umbut muda's mother
	42. He	42. She
	43. His	43. Her
	D. Misordering	
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 14 made is Misformation with the total of error 43 errors. The error that student 14 made is in word choice. For example: 'smooth' it should be 'slippery'. The second type of error student 14 made is Addition with the total of error 7 errors. The third types of error student 14 made is Omission with the total of error 5 errors. The last type of error student 14 made is Misordering, no errors found.

Table 4.15

Student 15 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
A long time ago, ¹life a ²preatty **¹girl** in siak. Her name ³is Umbut Muda. She ⁴is very rich because when her father died, ⁵he inherited **²all the money** and the house. She became ⁶evil and proud of herself. Even she didn't respect to her ⁷mom. She ⁸order her mom to clean house, **³clean** clothes, and cook for her. One day, there ⁹is a party in other village. Umbut muda ¹⁰attend that	1. Girl	1. Young girl
	2. All the money	2. All of his money
	3. Clean	3. Wash her
	4. She	4. She was
	5. Hold	5. Holding an
	6. From	6. From the
	7. Drop	7. Dropped
	8. To	8. Into
	9. The	9. That
	10. Slip	10. over
	11. To	11. Into
	12. Help	12. Help her
	B. Addition	
	1. The most beautiful	1. Most beautiful
	2. Is sink	2. Sank
	C. Misformation	

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Student's Narrative Text	Types of Error	
[11]celebration. She [12]wear her [1]*the most beautiful* dress and her [13]jewelry. **[4]She** with her mom, **[5]hold** umbrella to protect Umbut Muda **[6]from** sun. [14]When she half of bridge, umbut muda **[7]drop** one of her bracelet. The bracelet [15]fall **[8]to** the river. She [16]instruct her [17]mom to [18]get down and [19]grab her bracelet, but [20]there's a flood. That bracelet [2]*is sink* and [21]never been [22]saw. [23]The mother [24]fail get that bracelet back. Umbut Muda [25]get furious. She [26]shout to her mother, "You are a stupid and lazy woman " she said "[27]get back to river again and find my bracelet ! " she stamped her [28]foot and did not know [9]**the** bridge [29]is sliperry. Suddenly she [10]**slip** and [30]fail [11]**to** river. She [31]scream for help. Her mother tried to [12]**help**, but the [32]flow [33]is too fast. Umbut muda [34]get drown. Umbut muda's mother [35]got very sad. She [36]can't save her daughter.	1. Life 2. Preatty 3. Is 4. Is 5. He 6. Evil 7. Mom 8. Order 9. Is 10. Attend 11. Celebration 12. Wear 13. Jewelery 14. When she half of 15. Fall 16. Instruct 17. Mom 18. Get 19. Grab 20. There's 21. Never 22. Saw 23. The 24. Fail 25. Get 26. Shout 27. Get 28. Foot 29. Is 30. Fail 31. Scream 32. Flow 33. Is 34. Get drown 35. Got 36. Can't	1. Lived 2. Beautiful 3. Was 4. Was 5. She 6. Nasty 7. Mother 8. Ordered 9. Was 10. Attended 11. Feast 12. Wore 13. Jewelries 14. When they passed a 15. Fell 16. Ordered 17. Mother 18. Go 19. Got 20. There was 21. Could not 22. Seen 23. Her 24. Failed 25. Was 26. Shouted 27. Go 28. Feet 29. Was 30. Fell 31. Screamed 32. Stream 33. Was 34. Was drowned 35. Was 36. Couldn't
	D. Misordering	
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From the data that analyzed by the researcher above, it can be concluded

that the most common grammatical error that student 15 made is Misformation

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with the total of error 36 errors. The error that student 15 made is in change verb. For example: 'get drown' it should be 'was drowned'. The second type of error student 15 made is Omission with the total of error 12 errors. The third types of error student 15 made is Addition with the total of error 2 errors. The last type of error student 15 made is Misordering, no errors found.

Table 4.16

Student 16 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
[1]There's [2]live a beautiful girl in siak. Her name [3]is Umbut Muda. [4]She's really rich because when her father died, he [5]gives all of his money and [1]**house**. She [6]become [7]evil and proud of herself. She [8]order her mom to clean the house, wash to clothes, and [1]*cooked* for her.	1. House	1. The house
	2. Drowned	2. Was drowned
	B. Addition	
	1. Cooked	1. Cook
	2. Will come	2. Came
	3. Sanked	3. Sank
	4. Helped	4. Help
	5. Saved	5. Save
	C. Misformation	
One day, [10]there's a party at another village. Umbut muda [2]*will come* to the [11]celeberation. She wore a beautiful gown and all of her [12]jewelry. Her [13]mom [14]is with her, bringing an umbrella to protect Umbut Muda from the sun. When they [15]crossing the bridge, umbut muda dropped one of her bracelets. The bracelet [16]fall to the river. She [17]demand her mother to go to the river and got the bracelet, but [18]there's a	1. There's	1. There was
	2. Live	2. Lived
	3. Is	3. Was
	4. She's	4. She was
	5. Gives	5. Gave
	6. Become	6. Became
	7. Evil	7. Nasty
	8. Order	8. Ordered
	9. There's	9. There was
	10. Celebration	10. Feast
	11. Jewellery	11. Jewelries
	12. Mom	12. Mother
	13. Is	13. Was
	14. Crossing	14. Passed
	15. Fall	15. Fell
	16. Demand	16. Demanded
	17. There's	17. There was
	18. Got	18. Get
	19. To	19. At
	20. Fall	20. Fell

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Student's Narrative Text	Types of Error	
flood. The bracelet [3]*sanked* and could not be seen. Her mother failed to [19]got the bracelet back.	21. Of to	21. Into
	22. Mom	22. Mother
	23. Flow	23. Stream
	24. Is	24. Was
Umbut Muda was really mad. She shouted [20]to her mother, "You are a stupid and lazy woman !" she said "Go down to the river again and get my bracelet back!" she stamped her feet and didn't realize that the bridge was slippery. Suddenly she tripped and [21]fall [22]of to the river. She shouted for help. Her [23]mom tried to [4]*helped* her, but the [24]flow [25]is too fast. Umbut muda [2]**drowned**. Umbut muda's mother was very sad. She couldn't [5]*saved* her daughter.	**D. Misordering**	
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From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 16 made is Misformation with the total of error 25 errors. Student 16 made error in change verb. For example: 'there's' it should be 'there was'. The second type of error student 16 made is Addition with the total of error 5 errors. The third types of error student 16 made is Omission with the total of error 2 error. The last type of error student 16 made is Misordering, no errors found.

Table 4.17

Student 17 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
Once upon a time, there lived a beautiful young girl in siak. [1]His name [2]is Umbut Muda. [3]He was very rich because when [4]his father died, [5]he inherited all of his money and the house. She became [6]evil and proud of [7]himself. Even [8]he [9]doesn't **[1]respect** [10]his mother. [11]He ordered [12]his mother to clean the house, wash [13]his clothes, and cook for [14]him.	1. Respect	1. Respect to
	2. Slipped	2. Slipped over
	3. Drowned	3. Was drowned
	4. Very sad	4. Was very sad
	B. Addition	
	1. Was wearing	1. Wore
	2. The umbut muda	2. Umbut muda
	3. Was flooded	3. Flooded
	4. The umbut muda	4. Umbut muda
	C. Misformation	
One day, there was a party in another village. Umbut muda attended the [15]celebration. She [1]*was wearing* her most beautiful dress and all [16]the jewelry. [17]His mother was with [18]him, holding an umbrella to protect [2]*the Umbut Muda* from the sun. [19]While crossing the bridge, umbut muda dropped one of [20]his [21]bracelats. The [22]bracelat fell into the river. [23]He ordered [24]his mother to go down to the river and [25]get the bracelet, but the river [3]*was flooded*. The bracelet sank and could not be seen. The mother failed to get the bracelet back.	1. His	1. Her
	2. Is	2. Was
	3. He	3. She
	4. His	4. Her
	5. He	5. She
	6. Evil	6. Nasty
	7. Himself	7. Herself
	8. He	8. She
	9. Doesn't	9. Didn't
	10. His	10. Her
	11. He	11. She
	12. His	12. Her
	13. His	13. Her
	14. Him	14. Her
	15. Celebration	15. Feast
	16. The jewelry	16. Her jewelries
	17. His	17. Her
	18. Him	18. Her
	19. While crossing the	19. When they passed a
	20. His	20. Her
	21. Bracelats	21. Bracelets
	22. Bracelat	22. Bracelet
	23. He	23. She
	24. His	24. Her
	25. Get	25. Got
Umbut Muda was furios. She shouted at her mother,	26. He	26. She
	27. Foot	27. Feet
	28. Notice	28. Realize
	29. He	29. She
	30. He	30. She

Student's Narrative Text	Types of Error	
"You are a stupid and lazy woman !" [26]he said " Go down to the river again and get my bracelet back !" she stamped her [27]foot and didn't [28]notice that the bridge was slippery. Suddenly [29]he [2]**slipped** and fell into the river. [30]He screamed for help. [31]His mother tried to helped [32]him, but the [33]flow was too fast. [4]*The Umbut muda* [3]**drowned**. Umbut muda's mother [4]**very sad**. [34]He couldn't save [35]his daughter's soul.	31. His 32. Him 33. Flow 34. He 35. His	31. Her 32. Her 33. Stream 34. She 35. Her
	D. Misordering	
	-------------	----------------

From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 17 made is Misformation with the total of error 35 errors. Student 17 made error in word choice especially pronoun. For example: 'his daughter' it should be 'her daughter', because the character in the story is young girl. The second type of error student 17 made is Omission with the total of error 4 errors. The third types of error student 17 made is Addition with the total of error 4 errors. The last type of error student 17 made is Misordering, no errors found.

Table 4.18

Student 18 Error Analysis

Student's Narrative Text	Types of Error	
The Legend of Umbut Muda	**A. Omission**	
	Error Analysis	The Correct Answer
A long time ago, there lived a beautiful young girl in siak. [1]The name [2]is Umbut Muda. She was very rich because [1]**his** father died, she inherited [2]**all his money** and the house. She became [3]evil and proud of herself. She ordered her mother to clean the house, wash her clothes, and cook for her.	1. His 2. All his money 3. Furious 4. Drowned	1. When her 2. All of his money 3. Was furious 4. Was drowned
	B. Addition	
	1. Flap from 2. Was flooded	1. From 2. Flooded
One day, there [4]is a party in another village. Umbut muda attended the [5]celebration. She wore her most beautiful dress and all her [6]jewelry. Her mother was with her, holding an umbrella to protect Umbut Muda [1]*flap from* the sun. [7]While crossing the bridge, umbut muda dropped one of the bracelets. The bracelet fell into the river. She ordered her mother to go down to the river and [8]get the bracelet, but the river [2]*was flooded*. The bracelet sank and could not be seen. The mother failed to get the bracelet back.	C. Misformation	
	1. The 2. Is 3. Evil 4. Is 5. Celebration 6. Jewelry 7. While crossing the 8. Get 9. Went 10. Got 11. Notice 12. Slipped fell 13. Flow	1. Her 2. Was 3. Nasty 4. Was 5. Feast 6. Jewelries 7. When they passed a 8. Got 9. Go 10. Get 11. Realize 12. Slipped over 13. Stream
	D. Misordering	
Umbut Muda [3]**furious**. She shouted at her mother, "You	-------------	-----------------

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Student's Narrative Text	Types of Error	
are a stupid and lazy woman !" she said " [9]Went down to the river again and [10]got my bracelet back !" she stamped her feet and did not [11]notice that the bridge was slippery. Suddenly she [12]slipped fell into the river. She screamed for help. Her mother tried to help her, but the [13]flow was too fast. Umbut muda **[4]drowned**. [1]Mother Umbut Muda was very sad. She could not save her daughter's soul.		

From the data that analyzed by the researcher above, it can be concluded that the most common grammatical error that student 18 made is Misformation with the total of error 13 errors. The error that student 18 made is in change verb. For example: 'there is a party' it should be 'there was a party'. The second type of error student 18 made is Omission with the total of error 4 errors. The third types of error student 18 made is Addition with the total of error 2 errors. The last type of error student 18 made is Misordering with the total of error 1 error.

Tabel 4. 19

The Recapitulation of the Students' Error

Number of Student	Omission	Addtition	Misformation	Misordering	Total of Errors
Student 1	3	2	13	-	18
Student 2	3	2	18	-	23
Student 3	8	4	19	1	32
Student 4	7	4	24	-	35
Student 5	6	3	38	1	48
Student 6	6	3	51	1	61
Student 7	8	7	44	-	59
Student 8	5	6	35	-	46
Student 9	13	5	39	1	58
Student 10	6	8	37	-	51
Student 11	13	1	42	-	56
Student 12	8	3	26	-	37
Student 13	5	3	18	-	26
Student 14	5	7	43	-	55
Student 15	12	2	36	-	50
Student 16	2	5	25	-	32
Student 17	4	4	35	-	43
Student 18	4	2	13	1	20
Total of Errors	118	71	556	5	750

Based on the recapitulation of the students' error, the researcher found that students made error in ommision with the total of error 118 errors. The students made error in addition with the total of error 76 errors. The students made error in misformation with the total of error 556 errors. The students made error in misordering with the total of error 5 errors. And the total all of errors are 750 errors.

The figure below presents the percentage of errors made by students:

Figure 1.1 : The Recapitulation of Students' Error Based on Dulay (1982)

Percentage of Students' Error

■ Omission	15.73%
■ Addition	9.47%
■ Misformation	74.13%
■ Misordering	0.67%
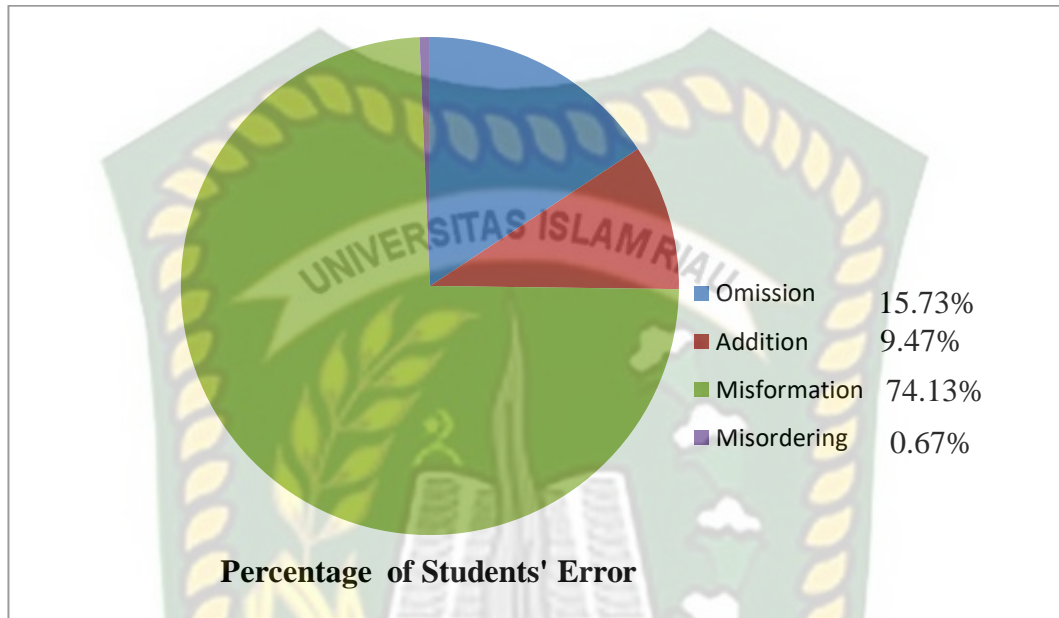
The figure shows the percentage of each error according to the Dulay Classification (1982). The Researcher found that *Misformation* error was the most frequent error made by the Second Year students at SMPS YPPI Tualang with 556 total of errors or 74.13%. The second is *Omission* with 15.73% or 118 total of errors. The third is *Addition* with 9.47% and the total of errors are 71. The last is *Misordering* with 5 total of errors or 0.67%.

4.3 The Causes of Grammatical Erorrs Made By Students In Writing Narrative Text

After presenting the errors into types of error which are written by Dulay (1982) and explaining the frequency of errors, the researcher would like to explain

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Perpustakaan Universitas Islam Riau

more about all errors from the highest until the lowest frequency that occured in students' writting as follows:

1. Misformation

   This type of error was the most frequent error made by the Second Year students at SMPS YPPI Tualang with 556 total of errors. For example: "She ordered her mother to go down to the river and <u>get</u> the bracelet back." It should be "She ordered her mother to go down to the river and <u>got</u> the bracelet back." (verb), "She ordered her mother to clean the house, wash her clothes, and cook for <u>she</u>." It should be "She ordered her mother to clean the house, wash her clothes, and cook for <u>her</u>." (pronoun). This error happened because the students didn't know about irregular verb and regular verb. The students put the pronoun in the wrong place.

2. Omission

   Students' made this type of error with 118 total of errors. For example: "Even she didn't <u>respect</u> her mother" It should be "Even she didn't <u>respect to</u> her mother" (preposition), "Suddenly she <u>slipped</u> and fell into the water" It should be "Suddenly she <u>slipped over</u> and fell into the water. This error happened because the students didn't know about phrasal verbs. Some words are in complete, they missed the preposition.

3. Addition

   This error was the third type of error that students' made in writing narrative text with 71 total of errors. For example: "The river <u>was</u>

flooded." It should be "The river flooded", "The river <u>is</u> flooded." It should be "The river flooded.". This error happened because the students confused about past tense.

4. Misordering

This type of error was the less frequent error made by the Second Year students at SMPS YPPI Tualang with 5 total of errors. For example: "Mother Umbut Muda" It should be "Umbut Muda's mother". This error happened because the students confused about noun phrase.
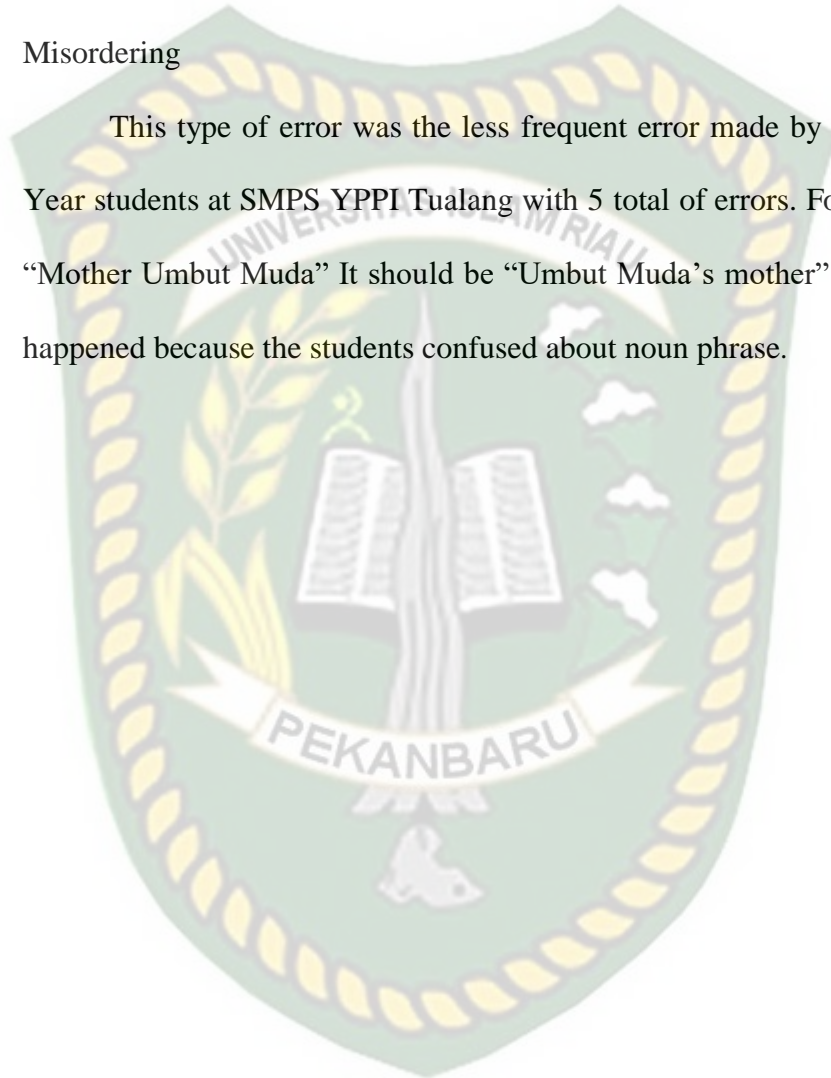
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

According to the description in preceded chapter, it concluded that the second grade students of SMPS YPPI Tualang still confused about choosing of word, changing of verb and word choice. Moreover, in irregular form some of the students are not accurate enough in changing the verb in their writing. Based on the field experience program (PPL), the researcher assumes that most of the students usually make grammatical errors in the form of errors in the form of errors of Addition and error of Misformation. However, from the result of the data the researcher found 4 types of grammatical errors, namely: Omission, Addition, Misformation and Misordering.

The first common errors made by the second grade students of SMPS YPPI Tualang is Misformation with 556 errors. This error happened because the students didn't know about irregular verb and regular verb. The students put the pronoun in the wrong place.The second error is Omission with 118 errors. This error happened because the students didn't know about phrasal verbs. Some words are in complete, they missed the preposition. The third error is Addition with 71 errors. This error happened because the students confused about past tense. The lowest frequent error made by student is Misordering with 5 errors. This error happened because the students confused about noun phrase.

5.2 Suggestion

After the researcher conducted the research, the researcher give some advice to the English teachers, students and further researchers related to this result of research.

1. For English Teachers

   The researcher hopes that the teacher can motivate the student to practice their writing. The researcher hopes that the teacher can teach students about phrasal verb because the students still didn't know phrasal verb in Omission error. Following that, the teacher can teach more about irregular and regular verb because the studnets still didn't know about irregular and regular verb in Misformation error. Then, the teacher can teach more about past tense because the studnets still confused about past tense in Addition error. Finally the teacher can teach more about noun phrase because the studnets still confused about noun phrase in Misordering error.

2. For the Students

   The researcher hopes that the students were helped by this research to understand more about tenses to make it easier for students to learn English. The researcher also hopes that the students pay attention to teacher while the teacher explain about irregular and regular verb, phrasal verb, past tense and noun phrase

3. For Further Researchers

The researcher hopes that the further researchers can make this research as a reference source and can be used as an information about students' grammatical errors.

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