

Grammatical Errors in Writing Narrative Text at SMP Negeri 1 Secanggang

Neneng Sri Lestari

STKIP Al Maksum Langkat
Lestarineng9@gmail.com

Abstract

This study entitled Grammatical Error in Writing Narrative Text at SMP Negeri 1 Secanggang, is an attempt to identify, classify, and analyze the types of errors in narrative composition produced by students of SMP Negeri 1 Secanggang. This research contributes to the understanding of error analysis, especially narrative composition errors. Ellis's theory was used to analyze errors in students' narrative composition. Data were taken from 34 students of class XI SMP Negeri 1 Secanggang by asking them to write a narrative essay at home on a piece of paper about their experiences when they were on vacation. The results of this study indicate that there are three kinds of errors made by students; they are negligence, misinformation, and misordering.

Keyword: Narrative Text, Error, Grammatical

INTRODUCTION

English is the language used by countries all over the world. Indonesia is a country that uses English in communicating with foreigners, and English is included in one of the subjects in school, both elementary, junior high, and high school. Four skills in English must be taught to students, namely speaking, listening, reading, and writing. Writing is a language skill that must be possessed by students to express ideas in written form. By mastering writing narrative text, students can write or apply English language opportunities. Writing is one of the English skills taught by teachers in Indonesia to their students. Every teaching and learning syllabus includes writing as an element of learning (Harmer,)

Writing is a cognitive activity that involves generating ideas, figuring out how to communicate them, and organizing them into statements and paragraphs (Nunan, 2003:88). Students learn about a variety of topics in writing class. In writing class, students learn syntax, grammar, and vocabulary, which will help them produce quality foreign language writing (Hermini,

2015:89). Grammar is the most difficult subject and requires students to understand all subjects (Belo, 2017:513). Students who wish to write sentences in a foreign language must first understand the grammatical rules of that language. This is because students make sentences that can be understood based on grammatical norms (Furtina, Fata, & Fitriasia, 2016: 252). Grammar is a set of principles in language that allows one to integrate many words into a larger entity, according to Greenbaum and Nelson (2002:1).

This shows that one's command of language syntax is essential if he or she is to construct understandable sentences. Grammar is hard to come by for foreign language learners because each language has a unique set of rules. For example, although Indonesian and English grammars are somewhat different, Indonesian grammar does not specifically regulate how verbs should be used. Grammar is hard to come by for foreign language learners because each language has a unique set of rules.

For example, although Indonesian and English grammars are somewhat different, Indonesian grammar does not specifically regulate how verbs should be used. Grammar is hard to come by for foreign language learners because each language has a unique set of rules. For example, although Indonesian and English grammars are somewhat different, Indonesian grammar does not specifically regulate how verbs should be used.

Language users in general often use a form of language to convey information. As a result, language users must understand linguistic components, especially phonology, so that the meaning of the information conveyed is accurate

and understandable. Non-linguistic aspects in forming phrases, clauses, or sentences, and grammatical aspects informing the characteristics of phrases, clauses, or sentences, especially those related to the socio-cultural context of the language. They should understand the term "sentence" in its broadest sense, which includes a pattern or sentence parts. Sentence structure and function, Therefore, it is necessary to understand these differences. because the grammatical structure of a language tends to affect the grammatical structure of other languages to be different. According to Callow (Baker, 1995: 180),

Errors in writing narrative text can occur to all students. However, in this study, the researcher focused on analyzing the grammar errors of the nine-grade students of SMP Negeri 1 SECANGGANG. This study investigates what errors most often occur in writing descriptive texts. It is hoped that after studying these mistakes, they will not repeat the same mistakes and can fix them.

A grammatical error is an instance of faulty or controversial language use. It makes it hard for the reader to understand what you're saying. There are many kinds of writing mistakes, and it's important to distinguish grammar errors from other mistakes.

By Richard Nordquist Updated on February 05, 2020 Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error. Compare grammatical error with correctness.

It's also known as: error, usage error, grammar error or mistake, bad grammar Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation.

Interestingly, many people tend to view usage errors primarily as gaffes or potential sources of embarrassment, not as impediments to effective communication. According to an ad for an "amazing book" on usage, "Mistakes in English can cause you embarrassment, hold you back socially and on the job. It can make you look awkward and hide your true intellect." (Note that in the ad's second sentence, the singular pronoun it has no clear referent. Many English teachers would regard this as a grammatical error—specifically, a case of faulty pronoun reference.)

In "Correct English," J. T. Baker says "The expression 'grammatical error' sounds, and is, in a sense, paradoxical, for the reason that a form cannot be grammatical and erroneous at the same time. One would not say musical discord... Because of the apparent contradiction of terms, the form grammatical error should be avoided and 'error in construction,' or 'error in English,' etc., be used in its stead. Of course one should never say, 'good grammar' or 'bad grammar.' "We believe, as do most linguists, that native speakers do not make mistakes," per Peter Trudgill and Lars-Gunnar Andersson, who were quoted in "Errors in Language Learning and Use." the language, the language users collectively decide to continue to use their language or to use their vernacular.

According to Holmes (2008) explains that where a migrant minority group moves to a predominantly monolingual society dominated by one group language in all the major institutional domains such as school, TV, radio, newspaper administration, court, the language shift will be unavoidable. Those means that the government policies concerning language use in all institutional domains has significant implication for language maintenance.

RESEARCH METHOD

This study relies on qualitative data. Qualitative research, according to Sugiyono (2005), is study that uses the researcher as the primary instrument to investigate the status of natural objects. Quantitative research differs from qualitative research in that it begins with data, uses existing theories as explanatory material, and concludes with a theory. Qualitative research seeks to understand phenomena by collecting extensive data. The depth of data gathered by researchers is emphasized in qualitative research. The higher the quality of the research, the more in-depth and detailed the data acquired. The focus of this study is on grammatical faults in narrative material.

FINDINGS AND DISCUSSIONS

In this section, the researcher applies the error analysis theory of Ellis (1998) to the grammatical faults committed by grade IX pupils at SMP Negeri 1 SECANGGANG, which was identified in the previous chapter. The types of errors such as omission errors, disinformation, and misordering were then discovered based on the data. The sorts of grammatical errors made by students were then grouped into each error, as follows:

1) Omission Error

According to Ellis (1998), an omission error occurs when a word or grammatical ingredient is missing from a grammar phrase. The following are the types of omission errors discovered:

a. Error Omission to be

To be is made up of three parts, and it is used for the subjects She, He, and It. The words you, we, and they are used for the subjects You, We, and They, but I is solely used for the subject I. In addition, there are other types of to-be such as was, be, were, and been which are used according to the existing tenses. The example sentences above are omitted to be. In the example experiencing the loss of to be is. The following is an example of an error sentence using the form to be:

Yesterday Wednesday our school....

The example snippet above should be:

Yesterday was Wednesday, our school.....

b. The Error of Omission of the Genitive Possessive (apostrophe ') which states the meaning of belonging.

According to Gitamedia (2006), an apostrophe is used when the name of the object or the name of the person who is the owner ends with the letter "s", and if not, the apostrophe + s (,'s) is used.

The sentences below have the apostrophes omitted in the words Dodi and parent which express the meaning of belonging. The error in the omission of the Genitive Possessive (apostrophe) which states the meaning of belonging can be seen in the example sentences below:

Dodi's favorite class is English. Example sentence fragments should be:
Dodi's favorite class is English.

c. Preposition Omission Error

A preposition, according to Baehaqi (2009), is a word that comes before the word object or a noun phrase to define the item's location or position. The preposition excluded is omitted in the example phrases below, while the words island and north Sumatra are misplaced. The following is an example of a preposition omission error: In the North Sumatra Island

The example snippet above should be:
In the island of sumut

d. Error Missing Article " the "

The article "the", is a definite article that is used to refer to individual nouns. In the example sentence below, there is an error in the omission of the article "the". The error for omitting the article " the " is in the example below:

Love at first sight...

An example of this sentence should be:

Love at the first sight...

e) Misinformation

According to Ellis (1998), The use of an improper grammatical form is known as misuse of the form (misinformation). The following are the categories of errors encountered in the usage of forms:

f) Misuse of Possessive Adjective Forms

A possessive adjective is a word that can be used to express who owns something. Possessive adjectives are always followed by the thing with which they are associated (Gitamedia, 2006). In the example sentence, there is an error in using the possessive pronoun form, the word she's should be her. Errors in the use of possessive adjectives can be seen in the example sentences below:

She's name is mia

The example sentences above should be:

Her name is mia

g) Misuse of the form to be

To be is an auxiliary verb in English that can be used to denote the presence of an accompanying subject or to substitute for a verb (Gitamedia, 2006). In the example sentence, there is an error in using to be in the past tense were, the sentence should use to be am because it uses the present tense. Errors in the use of the form to be can be seen in the examples below:

Now, you are sitting in ...

The example snippet above should be:

Now, you are sitting in ...

h) Misuse of Subject Form

In the example of the sentence fragment, there is an error in using the subject He in sentences, in the example using the word him. Errors in the use of the subject form are found in the example sentences below:

... and he comes again ...

The sentence above is true if:

... and He comes again ...

2). Misordering

According to Ellis (1998), misordering is the erroneous placing of words in a sentence. As for the blunders, they are as follows:

a. Error Placement of Noun Phrase

A modifier is a phrase in which the main word is a noun and extra words that explain or explain the noun. In the example sentence, there is a displacement in the phrase mountain Cemara. Misplacement of the use of noun phrases is found in the sample sentence fragments below:

... the beach cemara

An example of this sentence should be:

... the cemara beach

b. Preposition Placement Error

Prepositions are prepositions used to connect nouns or pronouns with other words in a sentence (Razaq, 2010). In the example In the following sentences, there is an error in the placement of the preposition in the sentence. There are errors in the placement of prepositions in the example sentences below:

I was of the students...

An example of this sentence should be:

I was a student of...

CONCLUSIONS

The researchers can deduce from the data that has been evaluated based on the sorts of errors that there are still many students who make mistakes in writing,

particularly in narrative essays. Researchers discovered 17 different sorts of faults, each of which has been placed into its own category. The researcher discovered that the use of form errors or misinformation was the most common mistake made by grade IX students of State Junior High School (SMP) 1 SECANGGANG based on the data on the types of grammatical errors that had been analyzed and identified using the theory of error analysis by Ellis (1998) above. In comparison to omission and misinformation, misinformation contains the most categories and examples, according to the data collected. Based on the information gathered, it can be stated that pupils'

English comprehension, particularly in terms of grammar, is still insufficient. Furthermore, teaching strategies for teachers who are less creative or learning systems that are less appealing to students so that they do not drive students to learn English may lead students to make mistakes in writing English narrative essays.

REFERENCES

- Erlangga p,b , Suarnajay I , And Juniarta 2019. AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY THE SEVENTH GRADE STUDENTS OF SMP NEGERI 2 SUKAWATI IN WRITING DESCRIPTIVE TEXTS IN THE ACADEMIC YEAR 2018/2019. language and Education Journal Undiksha. Vol. 2 No.1, Vol. 2 No.1,
- Haryadi, T., & Putra, A. (2018). An Analysis of Students' Errors in Writing Narrative Text: A Case Study at the Eleventh Grade of Sma Muhammadiyah Mataram. Academic English Education Program Language and Arts Department Faculty of Teacher Training and Education Mataram University 2018.
- Nunan, D. (2003). Practical English Language Teaching. New York: McGraw Hill.
- Tamboto, Anastasia. 2012. "Error Analysis in the Use of Simple Past Tense by Students Manado Klabat Adventist High School". Manado : Faculty of Cultural Sciences, Sam . University Ratulangi.
- Ary, Donald. 1979. Introduction to Research education. New York: Holt, Renchart and Winston.
- Bogdan, Robert C. and Biklen, Sari Knop. 1992. *Qualitative Research for Education : An Introduction to Theory and Methods*. Needham Heights : Allyn and Bacon.