

**AN ERROR ANALYSIS OF STUDENTS' IN WRITING NARRATIVE TEXT AT  
GRADE X IN SMA SWASTA DAERAH AIR JOMAN IN ACADEMIC YEAR  
2020/2021**

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**ABSTRACT**

This research was about error analysis in writing narrative text of students at Grade X of SMA Swasta Daerah Air Joman in Academic Year 2020/2021. The objectives of the research to find out the types of errors that students faced in writing narrative text at Grade X of SMA Swasta Taman Daerah Air Joman. The subject of the research is students at Grade X Mia of SMA Swasta Daerah Air Joman in Academic Year 2020/2021 . The research methodology was narrative qualitative. The technique of collecting the data is online test, because of pandemic covid 19. So the researcher joined to group WhatsApp students at Grade X of Mia and ask students to write a narrative text. In this research, the researcher classified and analyzed the students' errors in their sentences based on the Dulay et.al Theory namely Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering. The result of this research showed that there were 381 items researcher found that the students did in writing narrative text. The proportions (frequency and percentage) of the students' error in writing narrative text are omission error with 196 items or 51,44%, addition error with 16 items or 4,19%, misformation with 144 items or 37,79% and misordering error with 25 items or 6,56%. Therefore, the result of the research showed that omission errors are the highest error that made by the students.

**Keywords:** *Error Analysis, Writing, narrative text*

**Introduction**

English is very important in life because English becomes a global or international language that is used by people around the world to communicate each other. English is implemented as a first or second language in several countries. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background of cultures and languages around the world. English can be implemented in science, business, technology, and

education. In Indonesia, English is implemented as a foreign language.

Learning English as a foreign language is gradually getting more important. In Indonesia, English is considered as the first foreign language and subjects taught from high schools until universities. One of the goals of teaching English is to develop communication skills. There are four abilities in English language skills: listening, speaking, reading and writing.

Writing is one of the important skills that should be mastered by the students. In writing, they need to

express their ideas and feelings in a good way. They need to express their ideas and emotion creatively, so the reader can understand their writing. Based on Competency Standard in 2013 curriculum, the students are expected to be able to analyze the social function, generic structure, and language features of narrative text.

There are some problems at Grade X of SMA Swasta Daerah Air Joman in writing narrative text. First, the students cannot conduct writing activity correctly; Second, the students unable to improve their idea in writing narrative text. Third, students lack of mastering vocabulary.

Based on the background above, this research had been done about “ An Error Analysis Of Students” In Writing Narrative Text at Grade X SMA Swasta Daerah Air Joman in 2020/2021 Academic Year”

## **Review of Literature**

### **Definition of Error in Writing**

There are many definitions of error have been presented by experts. Basically, those definitions contain the same meaning while the difference lies only on the ways they formulate them. According to Dulay *et.al* (1982:138) stated that errors are the flawed side or earner speech or writing. They are those parts of conversation or composition that deviate from some selected norms of mature language performances. Teacher and mothers who have waged long and patient battles against their students or children’s language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors. Based on Dulay *et.al* (1982) theory there are some types of errors in writing, they are: omission, addition, misformation and misordering.

Perhaps that error-type can be found in the writing considering transformations, tense, concord, case, negation, articles, order lexical errors. In writing as a general principle, errors in the overall structure of sentences are more important than errors affecting parts of sentences, though there is no general agreement about a scale of error gravity.

According to Jack C Richards and Gloria P Sampson (1973) said that “Error should not be viewed as problem to be overcome, but rather as normal and inevitable features indicating the strategies that learners use.” It means that error as a measurement to indicate procedure success in teaching and learning.

Meanwhile, Corder (1981: 35) said that “Error analysis is part of the methodology of the psycholinguistic investigation of language learning”. As far as i am concerned, that error analysis is a method to investigate when learn second language. The most important source of information about linguistic using error analysis. When we learn second language investigation form a way to know the error development measure process students. Futhermore, Jack C Richards and Gloria P. Sampson (1973) stated that error should not be viewed as problem to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. It means that error as a measurement to indicate procedure success in teaching and learning.

Futhermore, Brown (2007) said that “Observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners” errors. Based on opinions above, not only to refer source of information about linguistic, but also error analysis is a system

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### Types of Errors in Writing

Types of errors are actually dealing with the surface characteristic of error that is often called surface strategy taxonomy.

The researcher uses the surface strategy taxonomy because according to Dulay (1982:145) the accurate description of errors is a separate activity from the task of inferring the sources of those errors. The most useful and commonly used in descriptive classification of errors are linguistics category taxonomy and surface strategy taxonomy.

#### a. Linguistics category taxonomy

Linguistic category taxonomy classifies errors according to either the language component or the particular linguistic constituent that is affected by an error. Language components may include phonology (e.g. pronunciation), syntax, morphology (grammar), semantics, lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component, such as the noun phrase, auxiliary, verb phrase, preposition, adverb and adjective. Example: *My mother readed a newspaper an hour ago.* (Error in Morphology, addition – ed in irregular past tense). It should be, *My mother red a newspaper an hour ago. I not the teacher.* (Syntax error, the omission of “to be”). It should be, *I’m not the teacher*

#### b. Surface Strategy Taxonomy

According to Dulay, Burt, and

Krashen (1982:152), surface strategy taxonomy highlights the ways surface structure is altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Classifying errors using surface strategy taxonomy can give clear description about cognitive processes that underline the learner’s reconstruction of the new language or language being learned. Surface strategy taxonomy includes errors of omission, addition, misformation, and misordering. Below is the detailed description of each category used in surface strategy taxonomy:

#### 1. Omission

Omission is a part of errors that usually the writer omitted or change the words. For example. My aunt is very beautiful if the writer omitted become my aunts very beautiful. According to Sompong (2014 : 116)”,Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one”. It means that when students make a paragraph, sometimes they omit the part of sentences and if the teacher did not make a clarify, the students would be use incorrect grammar in writing paragraph.

According toDulay(1982:154)”, Ommision are characterized by the absence of an item that must appear in a well-formed utterance.” It means that students omit one of structures of language. Moreover, the students felt confused about the structural of sentences.

#### 2. Addition

According to Dulay (1982: 156)”, Addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well- formed utterances”. It means that addition is a part of errors that

should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraph. Moreover, addition has some categories. They are regularization, double marking, simple addition.

a. Regularization

Regularization is a part of addition that make a exception in writing paragraph. Moreover, the writer should be obey the rules that have been created by international law about using English language. For example "Bring as a verb 1 and Brought as a verb 2 and Buy as a verb 1 and Bought as a verb 2." According to Dulay(1982: 157)," Regularization a rule typically applies to a class of linguistic item". It means that regularization is a part of types errors that explained about using linguistic item like verb. For example eat become eated.

b. Double Marking

According to Sompong (2014: 116)" defined as „failure to delete certain items which are required in some linguistic constructions but not in others".it means that the part of addition which change or make a abbreviate the uttrances. For example: she doesn't read a book.

c. Simple Addition

Simple addition is part of addition that has a different definition between regularization and double marking. In this part, simple addition is a part when the writer should be care the context of the sentences in writing paragraph. According Dulay (1982:158)", simple addition is a part of errors type that if an addition error is not a double marking nor a regularization, it is calle a simple addition." It means that simple adition is a element did not appear utterances.

d. Misformation

According to Dulay (1982: 158)," Misformation errors are

characterized by use of the wrong of the morphemes or structure. It meant that misinformation a part of errors that teacher found in writing pharagraph of the students that using wrong structure in arrangement sentences. Moreover, according to Sompong (2014:8)," this category has relation with adverbials, interrogatives and adjectives. It means that misinformation is a element that focused on the sturctural sentences in students writing.

e. Misordering

Based on Dulay Statement (1982:162) This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives, yielding errors as in:

\* He every time come late home.

### **The Definition of Writing**

People can express our ideas in arrangement of words and also the writing process, they are thinking about the topic, organizing the ideas, grammar for writing, writing a draft, revising and editing.

Writing is very complex subject, because it involves not only structure but also diction (the choice of words), vocabulary and the organization of thought. Writing encourages students to focus on accurate language use and because they think as they write, it may well provokes language development as they resolves problems which the writing puts into their minds (Harmer, 2004: 31). Writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns. writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

(Nunan, 2003: 88) While Richards and Renandya in Fauziati, (2010: 45) state that writing is not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such as ideas into readable text. According to Ghaith in Rahma (2008: 12), writing is an intellectual activity to create written products that demonstrates errors.

Based on Nababan (1988), generally, the students find some obstacles in writing. They are as follows:

1. They possess a limited knowledge of the language.
2. They possess a limited experience in reading.
3. Their vocabularies are poor.
4. There are wide differences in cultural backgrounds.

### Methodology

This research has been conducted at Grade X SMA Swasta Daerah Air Joman started from 13<sup>th</sup> July to 27<sup>th</sup> July in 2020 in an online group in Covid-19 pandemic . Which is located on Jalan Binjai Serbangan. This research used a qualitative case study design. A case study has been chosen because this research wanted to know the students' error in writing narrative text , in order to find the common error types that occurred. In line with is, the qualitative case study can be defined in terms of

the process of actually carrying out the investigation, the unit of analysis (the bounded system, the case), or the end product." So, through case study, this research could try to answer the problems statement that mentioned above. There are some instruments in collecting data of the research. They are questionnaires, observation, interview, documentation and test. According to Creswell (2012). And the research used test to can analysis students error in writing descriptive text. Test is a potential threat to validity in an experiment when participants become familiar with the outcome measures and remember responses for the letter testing. In this research used test as research instrument. Data normality test is a test to measure whether the data obtained has a normal distribution so that it can be used in statistics. In other words the normality test is a test to find out whether empirical data is obtained from the field in accordance with a particular distribution theory, in this case the normal distribution. In other words whether the data obtained from populations that are normally distributed. This research followed the first step and the second steps. Furthermore, this research referred to the types of error. The data calculated and drew up in the table of percentage which the formula as follows:

$$p \times 100\% = \text{Percentage}$$

F = Frequency of error committed

N = Number of cases (total frequent / total individual)

## Finding and discussion

### Recapitulation of The Percentage in Type of The Errors

NO	Types of Errors	Total of Error	Percentage of Errors
1	Ommision	196	51,44%
2	Addition	16	4,19%
3	Misformation	144	37,79%
4	Misordering	25	6,46%
<b>TOTAL</b>		381	100%

### Classifying the Errors

#### 1. EMM

##### True Friends

Once upon a time, there was *two friends close* who were walking through the forest together. They know that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they were saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear was came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and ask his friend that was on the ground, "Friend, what\_ the bear whisper into your ears?" The other friend repli, "Just now the bear advised me not to believe a false friend".

#### Explanation:

The content of the text students writing narrative text above is good. It is relevant to the topic and detail enough. From sentence "**two friends close**" is error in misordering, should "two close friends" the next error still in part 1 error use auxiliary-to be in the sentence there **was** two close friends should there were two close friends this error is misformation. The next error also includes error in misformation, the sentence is they **know** that anything dangerous can happen any time in the forest. Should in sentence narrative text, verb use verb 2 ( past tense )" they **knew** that anything dangerous can happen any time in the forest".

The next error in the second paragraph is error addition in sentence they **were** saw a large bear getting closer toward them. Addition of **were** it should be omitted "they saw a large bear getting closer toward them"

The next error in the third paragraph in sentence The bear **was** came near the one who was lying on the ground. includes error in addition of **was** it should be omitted "The bear came near the one who was lying on the ground" the next error form **ask** includes verb 1 but in sentence narrative text verb use verb 2 ( past tense) so should **asked**. the next error is what\_ the bear whisper into your ears? This sentence is incorrect because there is

omission on auxiliary -to be should what **did** the bear whisper into your ears? The next error is error in misformation form word verb 1 **repli**

should use verb 2 ( past tense) is **replied.**

**The Classification of the Errors Committed by Each Students**

No.	Students' Name	Kind of errors				Σ Errors
		OM	AD	MF	MS	
1	A01	10	-	6	2	18
2	A02	11	-	5	-	16
3	A03	13	2	15	-	30
4	A04	8	1	14	1	24
5	A05	8	1	1	1	11
6	A06	16	-	7	1	24
7	A07	9	2	11	7	29
8	A08	4	3	3	2	12
9	A09	10	-	6	2	18
10	A10	11	-	5	-	16
11	A11	10	-	6	-	16
12	A12	13	2	15	-	30
13	A13	8	1	14	1	24
14	A14	3	-	4	-	7
15	A15	8	1	1	1	11
16	A16	16	-	7	1	24
17	A17	4	3	3	2	12
18	A18	10	-	6	2	18
19	A19	3	-	4	-	7
20	A20	10	-	6	2	18
21	A21	11	-	5	-	16
Σ Errors		196	16	144	25	381

**Accounting the percentage of the error.**

No	Kinds of Error	Frequency	Percentage
1.	Omission	196	$P = \frac{196}{381} \times 100\%$ $= \frac{19.600}{381}\% = 51,44\%$
2.	Addition	16	$P = \frac{16}{381} \times 100\%$ $= \frac{1.600}{381}\% = 4,19\%$
3.	Misformation	144	$P = \frac{144}{381} \times 100\%$ $= \frac{14.400}{381}\% = 37,79\%$
4.	Misordering	25	$P = \frac{25}{381} \times 100\%$ $= \frac{1.000}{381}\% = 6,56\%$

### Conclusion

The objective of this research was to know of what are the students errors in writing narrative at Grade X of SMA Swasta Daerah Air Joman in the 2020/2021 academic year. Based on the result of data analysis data, the writer concluded that there were types of errors made by students in writing narative text based on surface strategy taxonomy. They are in the form of: omission, addition, misformation and misordering. Then the total number of errors committed by 21 students are 381 items.

From the collected data, there were 21 students who had written narrative text. From the analysis of the students' writing, researcher can conclude that: There are four types of errors made by students in writing narrative text, those are errors of omission, errors of addition, errors of misinformation, and errors of misordering.

Moreover, from 381 items errors the propotions (frequency and percentage) of the students error in writing narative text are omission error with 196 items addition error with 16 items misformation with 144 items or and misordering error with 25 items or Therefore, the result of the research shows that misformation errors are highest error made by the students at Grade X MIA of SMA Swasta Daerah Air Joman.

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