CHAPTER 1
INTRODUCTION

1.1   The Background of the Study

Language is one of the ways used to communicate with others, orally or in writing. Language is an expression that contains the intention to convey something to others, ideas, opinions and others. Something that is intended by the speaker can be understood and understood by the listener or the interlocutor through the language expressed so, language is a system can change for the time, and always show the expression of thought from one people to another people.

Education is a way for people to seek and at the same time increase knowledge. Education is very important to advance one's thinking for the better. Education is one of the ways people seek and at the same time increase knowledge. With the existence of education is also an activity that is very important for people's lives because human education can make a difference, can produce quality new generations, if someone has the awareness to bring change it is very necessary to be mastered.

In Indonesia, learning English is important. English is used as a universal language. English officially has been learned as the international language to the Indonesian students since they were in the basic level until up level of education. In teaching and learning English, they need to master four macro skills of the language, such as listening, speaking, reading, and writing. According to Harmer in Cholipah (2014:1), listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve

language production are considered to be productive skills. Moreover, they are as the learners need to be able to increase their vocabularies and master or understand grammar.

In English there are four certain major language skills that should be targeted by language learners. According to Harmer (1989:16) those are listening, speaking, reading, and writing skills. Listening and reading skill are referred as receptive skills while speaking and writing skills are referred as productive skills. All of the people in the world use English as second or foreign language. Therefore, Indonesian people must study English because they know that English is a international language. The English language is a foreign language that is taught at school like Elementary School, Junior High School, Senior High School, and University.

Grammar is one of the sub skills which support the writing. According to Thorn bury (2005:20) the grammar of speech is identic to grammar to write the text. The examples of different about writing and spoken grammar have to do with the distribution particular items. But the problem is, some of the students make an error when they want to make the sentence until become a good paragraph. It is known that English grammar is different from Indonesian grammar. The difference between the grammar of native language and target language is one of the factors, which induces the students to make many errors

According to James in Emmaryana (2010: 2), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Based on the statement above, error analysis is very significant and important process to find out in what aspects in grammar which are difficult for

the students, by error analysis it can be easy to identify the error that have been made by the students.

Writing is the expression of language in the forms of letter, symbols, or words. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message type into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The definitions of writing are variously stated by some experts. According to Rivers, writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, also claimed that writing is a thinking process.

A narrative text tells a story by representing a sequence of events. Narrative can be dominant pattern in many types of writing formal, such as history, biography, autobiography, and journalism as well as less formal such as personal letters and entries in diaries and journals. Narrative text is also an essential part of casual conversation, and it may dominate tell tales. Speeches and shaggy dog stories, as well as news the feature stories presented on television.

Based on the preliminary research that has been conducted by the writer, the main basis for conducting research is on second semester students. The writer's experience when practicing in the field shows that there are some students who make grammatical errors in writing narrative text. The results of this study can be seen in the table, in the first week in early February 2021.
Below are the correct and wrong sentences made by students.

Table 1.1

The result of Preliminary Research

NO	Data	Types of Grammatical Errors	Correct Sentence
1	They had **there** a big surprise S + verb + adverb + adj phrase	Misordering From the data obtained, placing the adverb in the middle of the sentence, while the correct adverb should be at the end of the sentence	They had a big surprise *there* S + verb + adj phrase +adverb
2	A man and a little boy **was** watching him 　　S(plural) + 　　tobe + V-ing + O	Misformation From the data obtained, the word to be from the data is was, it should use were because there are two subjects in the data and must use were.	A man and little boy *were* 　S(plural) + 　tobe watching him V-ing + O
3	**Does can** he sing Auxiliary verb + S + Verb	Addition From the data obtained, the addition of words, Does and Can are auxiliary verbs, so from the data they have excessive word elements.	*Can* he sing? Auxiliary + S + Verb
4	I went to Movie S + Verb + Preposition + Adverb	Omission From the data obtained, there is a language that is needed in the sentence the word the is removed from the data obtained and becomes less precise in the sentence.	I went *to the* movie S + Verb + Article + Adverb
5	Why *was* he happy ? Questions + To be + S+ Adj	Misordering From the data obtained, there is an inappropriate wording in the sentence, the word was in the data	Why he *was* happy ? Questions + S+ Tobe + Adj

		before the subject, the correct one should be the new subject the word to be(was)	
6	I often Gloomy S + Adv + Adj	Omission From the existing data, the error obtained is the omission of words in to be in the data, it should use to be so that the sentence is correct.	I *am* often gloomy S + tobe + adv + adj
7	I will *to* tell you about my life S + modal + preposition + verb+ O + Compliment	Addition From the data obtained, the addition of words, to the sentence is not necessary because the word for the sentence is not needed, so from the data there is no need to overdo it.	I will tell you about my life S + Modal + verb + O + Compliment
8	I reading in library S + verb + adverb of place	Omission From the existing data, the error obtained is that the sentence does not use the word am, so that the sentence is correct, it must use am.	I am reading in library S + to be + verb +adverb of place
9	My mother not here S + Adverb	Omission From the existing data, the error obtained is that the sentence does not use the word is or as to be in the sentence, so that the sentence is correct, it must use the word to be.	My mother *is* not here S + to be + adverb
10	Do you know who *is* he? Auxiliary verb + S + Verb + O	Misordering From the data obtained, there are words that are not appropriate in the sentence, the words in the data before the subject, the correct	Do you know who he is? Auxiliary Verb + S + Verb + O

		one must be the subject and then followed by the word to be(is)	

Based on the preliminary research data above, the write was founded that there are six types of errors that appear in narrative text, namely Misordering, Misformation, Addition, and Omission.

First, from the data obtained, the sentence is classified as Misordering, because the word "is" in the middle of the sentence does not match the grammatical provisions, the word "there" should be at the end of the sentence. The second, from the data obtained in the sentence, this data is included in the error misformation, because it can be seen from the sentence, there are two subjects in the sentence, and if you have used 2 subjects then the word "was" is not correct, you should use the word " were" Then, from the existing data, in the sentence using 2 auxiliary words, or it can be mentioned errors addition which means the addition of excessive words "does and can" is an auxiliary verb, so we only use "can" Fourth, from the data obtained in the sentence, it must have the article "the" so that the sentence is correct and complete.

The fifth, from the data obtained in the sentence should be the subject and then followed by the word to be "was" The sixth, from the data obtained in the sentence should use to be "am" to complete the structure of the sentence correctly. The seventh, from the data obtained in the sentence using the word "to" and the data includes errors addition that are not needed in the sentence. From data numbers eight and nine, it is an error in the word to be which should use to be in the sentence. From the last data, the sentence is a misordering error, where the

word to be should be used after the subject word. then the correct subject is "He" and then followed to be "is".

The primary research above, the writer found that there were several types of grammatical errors in writing narrative text, namely there were 4 errors in grammar, people who made mistakes in ordering errors and also omissions and others.

Based on the above findings, the writer was interested and will conduct a research entitled "An Analysis of Grammatical Errors in Writing Narrative Text by the Second Semester of HKBP Nommensen University Students.

1.2   The Problems of the Study

Based on the writer background above, so the problem of the research is

1. What types of Grammatical Errors find in Writing Narrative Text by the second semester of HKBP Nommensen University Students.

2. What types of Grammatical Errors is most dominant used in Writing Narrative text by the second semester of HKBP Nommensen University Students.

1.3   The Objective of the Study

From the background of the study above the objectives of the study is:

1. To identify types of Grammatical Errors in Writing Narrative Text by the second semester of HKBP Nommensen University Students.

2. To find out the types of Grammatical Errors is most dominant used in Writing Narrative text by the second semester of HKBP Nommensen University Students.

1.4 The Scope of the study

This study focuses on Grammatical Errors in Writing Narrative Text by the second semester of HKBP Nommensen University. Error means something done wrong by the learners because they do not or cannot use the correct system.

1.5 The Significances of the study

The significance of this study are divided into two, as follow:

1. Theoretically

The findings enrich and provide additional information about Grammatical Errors, especially for Writing Narrative Texts.

2. Practically

1.The students

The findings are useful for students to improve their understanding of Grammatical Errors

2. The readers

To readers so that they can provide information that helps them assess Grammatical Errors.

3.Researcher

The future researchers might take the data as references if they conduct the research in the same field.

CHAPTER II
REVIEW OF THE LITERATURE

2.1 Theoretical Framework

This chapter presents theories of the study in order to give some clearer concepts are being applied in this study dealing with grammatical errors in a text. This concept will lead to a better analysis of the variables chosen because it helps the researcher to limit the scope of problems. Some references are explained in order to avoid misinterpretation of the term used.

2.2 Writing

2.2.1 The Definition of Writing

Writing is very popular in English learning activities. Every people must be knows about writing. Moreover, writing is a part of skill in English that must be mastered by everyone. Therefore, writing is an activity where someone can express an idea or opinion on the paper. Besides, we can share information or knowledge to the reader. Not only express our idea but we need accuracy and carefully to arrange paragraph as well. Meanwhile, Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language (Wikipedia:2016). Consequently, we need practice to write paper or essay a lot for drilling our skill in writing because writing is a different from other skills with a good skill, we can create interesting scientific work. In other hand, we can prevent the reader from misunderstanding if our

writing use correct grammar. Writing is very difficult from other skills because we need full concentrate to choose interesting topic and write with correct grammar." This difficulty is not only generating and organizing idea, but also in translating these ideas into readable text.

That is way writing becomes the last language skill to be taught after listening, speaking, and reading skill" (Rosa, 2014: 79). It means that writing has different difficulty level with other skills because writing need systematic sequence of sentences and skill translate well. In practicing, teacher have to make interesting media to engage their students because writing have some method to become good paragraph. In a fact, students in Indonesia felt confuse to translate between Indonesia to English and contrarily. Thus , writing is a set of paragraphs that consists noun, verb, adjective, phrase, etc. If the components became one unit, they would be good paragraph and made the reader bring out in the story. Based on Rosa's statement (2014: 79)" Writing is process of exploring the writer's thoughts to manifest the graphology and grammatical system of language by using visual medium in the form of sentences.

From definition by experts we can conclude if writing is a part of skill in English learning activities and has a different characteristic among them. Moreover, writing composed of sentences that have a important meaning for the reader. Besides, writing also need organizing idea to share the information for the reader. Not only organizing idea but also writing show and grammatical system language it means that the writer has a characteristic to share their idea in writing. Therefore, the writer make the reader easy understanding the content from paragraph and the purpose of the text was made by the writer. Consequently, the

writer should resemble their scientific work with correct grammar and systematic sentences. However, we should know the process of writing. In this way, we can make a good paragraph with sentences sequences systematically. Therefore, the process of writing would explain in next point.

2.3 The Process of Writing

Writing has five process to become good paragraph. Therefore, the writer should follow steps of writing that become provision in writing. The element are prewriting, outlining, Drafting, revising, and editing.

2.3.1. Prewriting

Prewriting is a technique in writing that use general topic or the collecting idea from the writer. The purpose from this strategies are we can imagine what the topic that would be write and we can also make a draft from our idea. According to McLean (2012: 381)" Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen)".

It means that, prewriting is a topic idea that would be basic to write information and it's still abstract. After that, the writer can organize their idea on the paper as a draft or outline. In prewriting also has four strategies that can help the writer. There are choosing topic, using experience and observation, reading, and free writing.

1. **Choosing Topic**

Choosing topic is a strategy where the writer decided what the theme that would be writer. According (McLan, 2012 : 381) "The first important step is for

you to tell yourself why you are writing (to inform, to explain, or some other purpose) and for whom you are writing.

Based on explanation above, it means that, the writer have to know the reason why he want to write. Then, they choose the topic before the writer began to write. Moreover, the writer can make a plan about the scientific work that would be made by the writer.

2. Using Experience and Observation

Using experience and observation can become the alternative way for the writer to begin their writing. Moreover, the writer can use their experience during their life as a unique topic and help them to more easy in writing. Besides, the purpose of observation is to guide the writer choose interesting topic based their experience that has been happened.

3. Reading

Reading is a strategy in prewriting where the writer search references to support their scientific work. Moreover, the purpose of reading in this strategy is to support their idea or topic that have been chosen by the writer. Therefore, reading can make the topic of writing has a progress to become systematic paragraph.

4. Free writing

Free writing is a technique where the writer write anything based on they wanted and their mind. This technique can help worried feeling by the writer about correct grammar and mistake meaning

2.3.2. Outlining

After prewriting technique have done, the writer have to make a outline before they began their scientific work. Moreover, outlining is a process where the writer to write keyword that would be object of scientific work. the purpose of the technique is help the writer to write systematic paragraph and focus in a topic that have been chosen by the writer. Moreover, the writer just write the point of the topic.

2.3.3. Drafting

Drafting is a process where the writer complete their paragraph or essay with new idea. The purpose this strategy to help the reader easy understand the information. Besides, in drafting process the writer began first writing with introduction, body paragraph, and conclusion.

2.3.4. Revising and Editing

Revising and editing is important process in writing where the writer would be checked their scientific work. In this step, The writer read again the topic of scientific work and match with content of sentences that written by the writer. Besides, the writer will try to edit their work if there are error mistake like grammar and revise to become correct grammar.

2.4 Types of Writing

Determining the type of writing students need to do, help students determine their topic or subject, purpose (why they are writing), style (how they should write), and their attitude toward their subject supportive, objective, etc. Here are the types of writing based on Dody, A., Sugeng, A.,etc. (2008):

1. Recount

   Recount provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell events for the purpose of informing or entertaining the reader. The schematic structure of recount is:

   1. Orientation: provides the setting and introduces participants. Usually use descriptive words to give detail information about who, when, where, why and what.

   2. Events : tell what happened, in what sequence.

   3. Re-orientation : optional-closure of events.

2. Narrative

   Narrative has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

3.. Procedure

   Procedure is written to help us how to do a task or make something. They can be a set of instructions or directions. d. Descriptive Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a

significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

4. Explanation

   Explanation has social function to present (at least many different aspects of an issue and to explain the processes involved in the information or workings of natural or socio-cultural phenomena.

5. Exposition

   Expository writing is writing that is designed to convey information or to explain what is difficult to understand.

2.5 Narrative text

Narrative text is a famous text in English learning activity. Then, narrative text is a paragraph or essay that telling story or chronological the accident. The content of narrative is made very interesting because this text aims to entertain the reader. Moreover, the reader can bring out in the story and they can imagine that the story really happened in reality. According to Asmiyah" A narrative text usually focused on specific participant or character, describe certain events or phenomenon in detain"(2011: 164).

Based on explanation, it means that narrative text explained a phenomenon that have been finished in last time with including figures and the character that supported them in the story.

In addition, this theory almost same with syarif, he said" Narrative text is the story that happened in the past "(2014: 13). From the definition by expert, we can know if narrative text is a story that made to entertain the reader. Moreover,

the reader can felt the story from the characteristic there. Besides, to make the reader interesting with the topic, the writer have to make the story with illustration. Therefore, the reader can felt the story like in real life. Narrative text has a some example. They are fable, legend, myth, fiction. The example of the narrative is very unique. Moreover, there are many author made a novel, poem, and short story. However, the accident in narrative story is fiction but the reader felt interesting to read the story because the story can help them from their busy daily activity.

2.5.1 The Generic Feature of Narrative Text

If we wanted make a good narrative paragraph, we would be know the generic feature of narrative text because this element that arrange the paragraph became interesting and systematic. Based on Asmiyah theories, the generic feature of narrative are:

1. Characterization

Characterization is element that explained the character of the figure in story. Thus, the function of this element are to make the story became strong and curious with content of the story.

2. Point of view

The function of point of view to show the position from each figure in a story. In order hand, this element tell the reader about the function of the character in the story. They are first person and third person. First person point of view is using subject "i" in the story. It means that the writer explain the main character of the story or subject "i" use the writer to describe their self in the story if they create story based on their experience. Moreover, third person point of view

usually use name to explain the character or the writer can use she or he. For the example snow white, rapunzel, cinderella.

3. Theme

Theme is a element that explained about topic or idea in the story.

4. Plot

Plot is the element tells the reader about the way of story or explained about time signal in story. It means that the story can tell with phonological plot from beginning until ending without flashback or the story tell the reader with using flashback plot.

2.5.2 Element of Narrative text

1. Orientation

Orientation is a element of narrative text that tell introduction of the story to the reader. In this element tells the reader about the character of the story, time, and place.

2. Complication

Complication is a element of narrative text that tell to the reader about the problem in the story. Then, the problem in the story show a conflict between each figure there. This element is the part of story that make the reader felt uptight.

3. Resolution

Resolution is a element of the narrative text where the character in store find out the solution about the conflict. This element also tell the reader about the ending of the story.

2.5.3. Language feature of Narrative Text

Based on yani's Statement 2015

1. Using simple past

2. Time signal: last, a long time ago, once upon time

3. Time conjunction: when, then, suddenly

4. Specific character. The character of the story is specific, not general

5.Action verbs. A verb that shows an action. (killed, dug, walked, etc)

6. Direct speech. It is to make the story lively.

2.5.4 Types of Narrative text

There are many different types of narrative texts. It can be a combination of narratives within each of different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category. The notion of genre is to help to generate story ideas. Here are some examples of the different type (or genre) of narrative showing typical features by Lubis (2016:1–14)

1. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure.

1) Orientation: the narrator tells the funny characters names in unusual setting. 2) Complication: in this part, something crazy happen.

3) Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.

4) Resolution: All is well that end well.

2. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

1) Orientation: it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.

2). Complication: boy meets girl.

3) Sequence of event: it contains the development relationship, jealously, love, hurt, pian, warm, sharing, and overcoming problems.

4) Resolution: boy gets girl, marry and live happy ever after.

3. Historical Feature Here are the feature of a typical historical fiction text:

1) Orientation: a setting in the past and description of a period in history.

 2) Complication: good meets evil.

3) Sequence of event: action related to a period in history, characters lives affected by the events of history, description of live at the time.

4) Resolution : characters survive the chaos of the time (for example, the war ends).

 4. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

1) Orientation: main character is the narrator. Time setting is given by diary entries.

2) Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.

3) Sequence of event: diary entries tell of feelings, hopes, and happening.

4) Reorientation: the narrator tells what happens to solve the complication.

5. Fantasy

Below are the features of a typical fantasy narrative:

1) Orientation: setting may be in another dimension with goals, witches, wizard, and so son. Hero who may has magical power.

2) Complication: evil forces affect the goodies.

3) Sequence of event: use of magic. Action includes elves, dragons and mystical beasts, heroism.

4) Resolution: God defeats evil forces.

6. Science Fiction Science fiction narratives as the setting involving science and technology. Here are the typical features of the text type:

1) Orientation: a feature setting and a world with technology.

2) Complication: an evil force threatens the world.

3) Sequence of event: imaginative description. Action involves technology, science, and super invention.

4) Resolution: good defeats evil.

5) Coda: take care that science is used for good, not evil. For the kinds of translation the writer concludes the type of the narrative text is good. The writer chose fantasy as the type of the narrative text in this study. The fantasy is a genre of fiction that imagine magic, supra natural, alternate worlds, supernatural, superheroes, monsters, aliens, and so on. In fantasy, a story may not be realistic and about the events could not really happen.

Table 1.The Example of Narrative Text

	Three Fishes
Orientation	Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before.

	We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.
Complication	When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond. 'But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe.'
Resolution	The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. the fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he too was caught and killed.
Coda	The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. So also in life.

2.6   Grammar

Grammar Tony & Kenneth (2013:04) grammar is mean as the rule system of the language, but it is also useful to think of it as a resource for expressing meaning. Thorn bury (2005:20) said that the grammar of speech is identical to the

grammar of written texts. Then, Scott Thorn bury explains that it is theoretically possible to have short conversation where each utterance consist of nothing but a single word of short phrase, as in this invented. Therefore, grammar is the characteristic of written text, if we will write some sentence, paragraph, text, etc. always use grammar. It is known that English grammar is different from Indonesian grammar.

The difference 10 between the grammar of native language and target language is one of the factors, which induces the students to make many errors. For example, I broke a table yesterday. Which is supposed to be I broke a table.

According to Peny (1996:75) grammar is defined as words that are put together to make correct sentence is does not only aspect how the units of words are combined in order to make correct sentences but also affect their meaning. So, that the grammar is manner to make a good sentence and then that is not about good sentence but talked about the meaning of this sentence. According to Fika, Warib, Soesanto (1991:1) in every aspect sentence grammar consist of Subject, Predicate, Object.

1. Subject

    Something that is discussed in a sentence that it located before the verb and the condition of the subject must be noun pronoun or another word that can be compared with the noun.

2. Predicate

    Main sentence description and each designation must be verb or auxiliary verb. So, this designation is what is discussed from the thing or   about   the   subject.

3. Object

The purpose of work of the subject in place after predicate.

2.6.1   Types of Grammatical Error

The examples of the grammatical errors that are found in the students' writing (Kreml, 2004):

1. Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

2. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over.

3. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

4.Preposition

Preposition has been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them

and one of the basic sentence element: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

5. Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

6.Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell success with only one 's', or colleague without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word definitely, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences.

2.7   Error

Error is the wrong definition made by native speaker because they don't know the correct form. A mistake is a performance error because the native speakers forget the correct form Brown (1994). Error can define as the condition of being wrong. When something error, that found problem. For example, when we use computer program, then came dialog reads "An unexpected error occurred.

The file cannot found". Tshen Brown (1994:170) explains that "Error are part of students" interlingual that is the version of the language which a learner has at any stage of development, and which is constantly reshaped as it aims to gain full mystery. So, error is something like glue in students. They need guide to learn good writing with grammatical rule. The students' error can be looked from the errors produced in their works.

2.8   Error Analysis

Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. According to Hourani (2008: 16)," Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching"

It means that, error analysis is very important because the writer would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors.

2.8.1 Omission

Omission is a part of errors that usually the writer omitts or changes the words. 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 to Dulay (1982:154)",

The example of Omission : <u>Teacher not here</u>.

It should be : <u>Teacher is not here</u>

The underline words is omit in which should appear in well form utterance. It is the word is should be come after the subject.

In narrative text, most error are found in the formation of simple past tense, example : <u>Angle cook in the kitchen yesterday</u>. It should be <u>Angel cooked in the kitchen yesterday</u>. The underline word is omitted in which should appear in well form utterance. There was ommission of 'ed' that should be the suffix for cook.

Omission is characterized by the absence of an item that must appear in a well-formed utterance." It means that students omit one of the structural of language. Moreover, the students felt confused about the structural of sentences.

2.8.2 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.

1. 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 : Laura come to her mother house 2 months ago. There has regularization of regular past, the verb *come* , beause *come* is irregular verb.

It should be : Laura *came* to her house 2 months ago.

2. 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 abbreviate of the utterances. For example: we didn't *went* there. It should be : we didn't *go* there.

3. 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 called a simple addition." It means that simple addition is a element did not appear utterances. For example : I can *played* the game. There has simple addition of verb one after modal. It should be : I can *play* the game.

2.8.3 Misformation

According to Dulay (1982: 158)," Misformation errors are characterized by use of the wrong of the morphemes or structure. It means that misformation a part of errors that teacher found in writing paragraph of the students that using wrong structure in arrangement sentences. It means that misformation is a element

that focused on the structural sentences in students writing.   Dulay et.al(1982) mentions that there are three types of misformation errors, they are :

1. Regularization Errors

   Errors that belong to this chategory are those in which a regular marker is use in place of an irregular one, as in *runned* for *run* , *his self* to *him self* for *gooses* for *geeses* , for example : He *ride* his motorcycle

   It shold be : he *rode* his motorcycle.

2. Archi Forms

   Archi forms are the errors in which the learns select the member of class from to represent other in that class of certain function.

   For example : *this* pencils are mine

   This is not appropriate for plural, the appropriate one is *these*

   It should be : *these* pencils are mine.

3. Alternating Form

   Alternating forms are cause by the use of archi-forms that often gives a way to the appears fairly free alternation of various members of class with each other. For example : I *written* a letter yesterday. The form of the verb *written* is wrong, the correct one is *wrore,* because the example is past sentence.

   It shold be : I *wrote* a letter yesterday.

2.8.4 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. For example, look at the sentence below : <u>I did not know why was she sad.</u>

It should be : <u>I did not know why she was sad</u>. Because the placement to be was is wrong.

2.9   Factor that Influence The Students Making Errors

Based on Hourani's   statement (2008:42) there are three factors that influence students making errors in their writing, they are such as:

2.9.1   Language Transfer

Language transfer is a process transfer information about language from source language to target language. According to Hourani (2008:42)" These errors could systematically be found at the beginning of second language learning. Since the learner is a beginner, he tends to rely on a great deal of transfer from his mother language".

It means that when the beginner began their practice in using language, they would be make a error in their practice. Moreover, their teacher using mother tongue to explain the material. If the teacher did not changes their method, their students could not practice English well and they still mix their language. Language factor has two categories that would be explained, they are such as:

1. Interlingual Transfer

Based on Hourani's statement (2008:42) "Interlingual transfer is a strategy that used by the beginner with combine mother tongue and second language". It means that the learner tried to mix their language when they practiced English as a

their second language. Moreover, the effect of this method the beginner felt difficult to organize their language in writing. Then, the beginner made a errors language in their writing.

2. Intralingual Transfer

Intralingual transfer is errors factor that made by the learner because the target language that the learner studied was different with their mother tongue. Moreover, the 26 learner felt confused with the structural of second language. Consequently, the learner made errors in their writing.

2.9.2 Teaching Method

Teaching method is very important and influence the development for students because the method influence students to get the material especially in English class. Moreover, if the teacher can create interesting media and make fun condition. The students would be enjoy in the class but if the teacher can not manage their class the students would be confuse and make error in their duty.

2.9.3 Lack of Writing Practices

Lack of teaching practices is a one of factors of that made by students because if students did not have habit to write essay in their home possibility they unusual with new words, the structural of language, and the organize the sentences. Then, students just practice to write essay when the teacher gave them homework or duty but the result of their duty still far from teacher's expected. This statements was supposed by Hourani's research (2008:46) he said "Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students essays will occur". This statement has been tested by several

language experts. Therefore, we can conclude if students seldom to practice write essay, the error problem of students would be occur.

2.10 The Previous of the Study

In order to obtain valid findings, qualitative method is used in this study. Twenty six (26) narrative texts were collected from 26 students in the second semester. Based on the error analysis conducted, the study found that errors regarding verb-verb groups are the most dominant errors (39.07 %), with the biggest number of errors are in omission of suffix –s/ -es/ -ed/ -ing (18.19 %). Then it is followed by the miscellaneous errors which cannot be analyzed using (Ho, 2005) theory (32.11 %). The third rank is the errors regarding noun-noun groups (13.02 %).

First, Tohkhwan, Sumairee (2019) An analysis of grammatical errors on Whatsapp conversation made by members of International Badminton Family. Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim.

He findings of the study show that (1) most commonly mistakes of grammatical error made by IBF members are syntactical and lexical grammar. In syntactical, it is found that IBF members usually forget to add preposition, add auxiliary, place the wrong auxiliary, and omits apostrophes. While in lexical usually IBF members use inappropriate word, inappropriate verb form and misspelling. (2) The causes of grammatical errors made by IBF members made are because of several reasons. IBF members are lack of practice and poor exposure with English. IBF members are too busy with their lectures. In addition, IBF members like to use one kind of grammar with narrow vocabulary, so that it affects to their grammatical mastery. IBF members do not think that grammar

point is important. For them, grammar is more difficult to practice than it seems. In some occasion, IBF members feel that grammar is strict and better to be informal by ignoring grammatical rules

The Second, Erna Safitri (2019) Analysis of Students' Grammatical Errors in Writing Narrative the errors regarding sentence structure occured in percentage 6.72 %. The findings indicate that the students have difficulties in using correct verb-verb groups, especially in omission of suffix –s/ -es/ -ed/ -ing. This problem may occur due to their lack of knowledge of English grammatical rules.

The Third HauTse (2014) the study entitled a case study of grammatical errors made by Malaysian students. The study was reported that there were six significant errors that occurred in their writing such as singular/plural noun, article, preposition, adjective, subject-verb agreement, and tense.

The fourth, Mohammed (2016) conducted a study to analyze grammatical errors in writing of Iraqi EFL learners. The findings of this study showed that the Text 23 common errors of grammar in the subjects' writing include verb tense and form, subject-verb agreement, articles, preposition, misuse of pronoun, misuse of plurals, and misuse of auxiliaries. The most frequent grammatical errors committed in syntax and morphology were verb-tense and forms errors, which took up 98 (22%) of the totality errors. Preposition errors were covered 88 (19%). Articles errors were accounted 81 (18%).Plural errors were covered 67 (15%). In syntax, subject-verb agreement took up 61 (13%). Pronouns errors were covered 34 (7%). Misuse of auxiliaries errors were covered 27 (6%).

The fifth, another study was conducted by Jannah (2015) to analyze students' writing entitled analyzing the students' grammatical errors on writing

narrative text. She reported that most of mistakes made by students were: missing subject, missing be in simple predicate, wrong simple predicate missing be, superfluous be, misinformation of passive form, the verb comes after the subject, pronoun form, agreement, and reference.

In this research, the researcher presents analysis of students' grammatical errors in writing narrative text. This research has similarity with above studies. All of the studies are about analyzing students' grammatical errors in narrative text. However, it also has difference from the previous studies that are on focusing grammatical errors (consisting singular-plural, verb tense, word choice, word order, punctuation, capitalization, and spelling) and students' assignment writing Text by the Second Semester of HKBP Nommensen University Students.
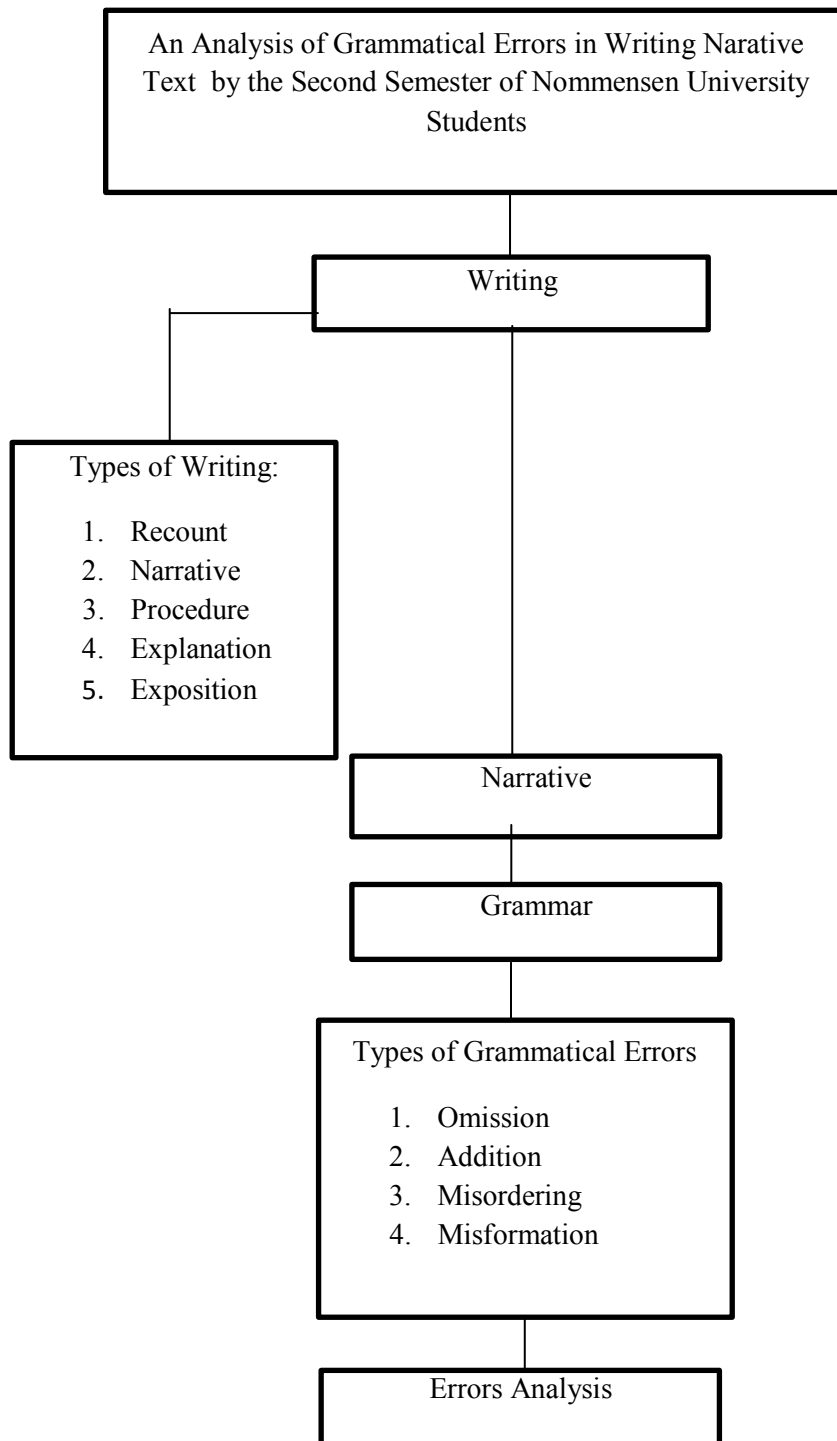
2.11 The Conceptual Framework

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┌─────────────────────────────────────────────────┐
│   An Analysis of Grammatical Errors in Writing   │
│  Narrative Text by the Second Semester of        │
│         Nommensen University Students            │
└─────────────────────────────────────────────────┘
                        │
              ┌──────────────────┐
      ┌───────│     Writing      │
      │       └──────────────────┘
      │                 │
┌──────────────────┐    │
│ Types of Writing:│    │
│                  │    │
│  1. Recount      │    │
│  2. Narrative    │    │
│  3. Procedure    │    │
│  4. Explanation  │    │
│  5. Exposition   │    │
└──────────────────┘    │
              ┌──────────────────┐
              │    Narrative     │
              └──────────────────┘
                        │
              ┌──────────────────┐
              │     Grammar      │
              └──────────────────┘
                        │
        ┌────────────────────────────┐
        │ Types of Grammatical Errors│
        │                            │
        │   1. Omission              │
        │   2. Addition              │
        │   3. Misordering           │
        │   4. Misformation          │
        └────────────────────────────┘
                        │
              ┌──────────────────┐
              │  Errors Analysis │
              └──────────────────┘
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Figure 1 Conceptual Framework *of "An Analysis of Grammatical Errors in Writing Narative Text by the Second Semester of HKBP Nommensen University"*

CHAPTER III
RESEARCH METHOD

3.1   Research Design

This part was explained about the research approach and method used in conducting this study. The writer used descriptive qualitative as the method that analyzes types of Grammatical Errors in Writing Narrative Text by the Second Semester of HKBP Nommensen University Students. This chapter discussed the methods that used in the data collection and analysis of data to answer the writer questions of the study. It explains the research design, data and sources of the data, the instrument of collecting data, technique of collecting data, technique of analyzing data, intended to find out the problem of Grammatical Errors on students. Cresswell (2012:20)   defined research designed are the specific procedures involved in the research process : data collection, data analysis, and report writing.

In this study, the writer analyzed the types of grammatical errors used by students, common problems that occur in students' narrative writing and the causes of grammatical errors in students, with this qualitative descriptive researcher can analyze problems and gather information.

This section described the research approach and methods used in conducting this research. The writer used descriptive qualitative as a method to analyze the types of grammatical errors. Basically, the data of this study were collected from students' writing related to grammatical errors. The writer was used

qualitative descriptive in analyzing and elaborating the data as text, in the form of clauses. According to Hancock et.al (2009:7), qualitative is related to the development of explanations of social phenomena. It deals with the social aspects of our world.

The purpose of this study was to analyzed narrative text based on grammatical errors where to analyzed addition, omission, formation errors, ordering errors in qualitative research, the writer interested in using data to describe phenomena, to articulate what they mean and understand them.

Qualitative research is research that processes descriptive data in the form of written or spoken words from the subject and his behavior can be observed, with the aim of this research is to understand the individual and his background as a whole.

3.2.   The Source of the Data

In this study, the source of the data is narrative text. The writer analyzed the types of errors, namely; addition error, misordering error, misformation error, omission error. The writer analyzed 15 students' writings from 15 students from group b. The data is in the form of writings in the form of text. The writer analyzed in text from each narrative texts writing based on the type of error.

3.3   The Subject of the Study

The subjects of the study were the second semester students of the English Department Nommensen HKBP University.

3.4 The Object of Study

The object of the study was grammatical errors in writing narrative text. It was found from the paper of students of the second semester of English Department of HKBP Nommensen University. Then the writer analyzed the grammatical errors in writing narrative text. There were some grammatical errors in writing narrative text, namely : Addition, Omission, Misordering, and Misformation.

3.5   The Instrument of Collecting Data

The data collection instrument was a writing narrative texts. The writer asked the students to made a narrative text in English. The grammatical errors of the students writing narrative text can analyzed from the paper of students.

3.6   Technique of Collecting Data

To collect data, the researcher used a writing test for second semester students. According to Ary (2010:442), qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. In addition, he also explained that documents may be personal, such as autobiographies, diaries, and letters; official documents, such as archives, reports, memorandums, or minutes; or popular culture documents, such as books, films, and videos. The writer analyzed the students' narrative texts to collect data related

to this research. To collect data, the writer conducted observations through the following steps:

1. The writer created 1 group and ask participants to join the group.

2. The writer explained about the narrative text.

3. The writer asked students to write a narrative text.

4. The writer collected all student writings.

3.7. Technique of Analyzing Data

The writer analyzed the data using the following techniques. Data analysis in qualitative research according to Miles, Huberman and Saldana (2014: 31-32) is divided into four steps that occur together, the first is data collection, second condensation, third draws and verifies conclusions and finally displays data. In this study, the writer used the following steps to analyze the data:

1. Data Condensation

Data condensation was the process of selecting, focusing, simplifying, abstracting, and transforming of rough data appeared from notes written in the field. Through condensing, it made data stronger, data condensation will not something separate from analysis. Data condensation was a form of analyzing which sharpened sorts, focusses, discards, and organizes data in such a way that "final" conclusions could be drawn and verified.

2. Display of Data

After the data was obtained the next step was to display the data. Data display is an organized and compress collection of information that supports inferring and displaying activities. The writer present data in the form of analysis present in

tabular form, in order to make it easier for the writer to understand it. The following are the steps taken by the writer in presenting the data through grouping the data into grammatical errors in four types of errors such as addition, omission, misordering, misformation.

3. Drawing and Verifying Conclusions

Drawing and verifying conclusions is one of the important steps in this research. After withdrawing some of the data as absolute data, conclusions are the right way in which all data are collected, reduced and displayed. This is a way to find out the data after the data is displayed. In this step, the writer made a conclusion after completely identifying the types of grammatical errors in writing narrative texts.
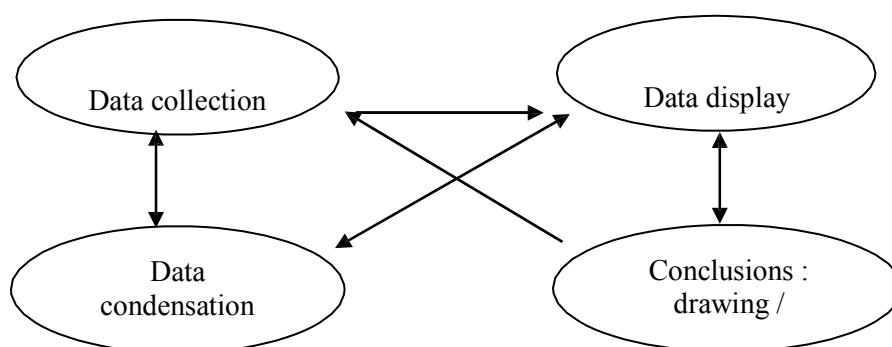

Figure 3.6: *Component of Data Analysis Model (Miles, Huberman and Saldana, 2014: 33)*

So, the data was analyzed by using Miles and Huberman Theory (2014:31). The steps of the analysis include:

1. Focus. At this stage the writer focused on writing related to grammar as a data object.

2. Simplification, by means of this author analyzed data from student writing. These results were obtained from the students' written narrative texts.

3. Abstract, the writer analyzed the data by selecting each article with the type of error based on grammar.

4. Identify students' writing through narrative text.

5. Classify word formation into 4 types: (1) addition, (2) ommission, (3) misordering, (4) misformation.

6. To concluded data analysis.

3.8 Triangulation

The validity of the data really needs to be checked to test the validity of the data. In this study, the triangulation technique is used by the writer to observe the validity of the data. Determining the truth about the same social phenomenon is not the goal of triangulation, but to increase one's understanding of what has been studied (Sugiyono, 2007: 330). Qualitative cross-validation was call triangulation, and what is assessed is the adequacy of the data according to the convergence of several data sources or multiple data collections, said William Wiersma in Sugiyono (2007:372). There are four types to identify data triangulation (Norman Denzyme, 1978), namely:

1. Data Triangulation

   Data Triangulation explained the use of heterogeneous data sources, for example qualitative and quantitative. Alternatively data may use the same method to gather from different sources or different times. The pretest and posttest of a questioner are the example of methods. Gathering the data by using different protocols, contrasting data at different times and settings may achieve the data triangulations. The variety of events, settings, times

and so forth may bring to light the data and recurrent patterns may improve the confidence in the findings.

2. Investor Triangulation

Investor triangulation explained the use multiple researcher in study. Investigator triangulation related to the use of more than one independent investigator in the study. The forms of investor triangulation are relevant in interpretation of the material practically. Examples of investor triangulation are the various form of textual or verbal protocol analysis.

3. Theory Triangulation

Theory triangulation explained in the interpretation of the data, use more than one theoretical framework. When investigate a phenomenon, this theory uses more than one theory hypothesis. The perspectives of hypothesis used in this study relate or have opposing viewpoints.

4. Methodology Triangulation

Methodology triangulation used more than one method to gather the data. This relates to the effort of check the data and data result. The aim of methodology was to conduct the situation and phenomenon by use some methods. Example of the methodology triangulation could argue that methods which provide qualitative and quantitative data are methodology distinct. Writer eliminat the explanation with combine qualitative and quantitative methods. From the explanation above, the writer chose data triangulation to complete of the validity of data. The writer used some theories to support the validity of this study