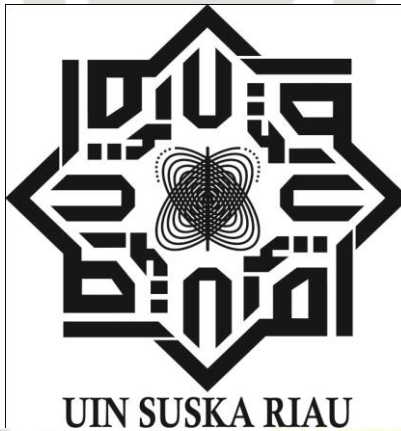


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**ANALYZING THE SYNTACTIC ERRORS MADE BY THE ELEVENTH  
GRADE STUDENTS OF PRIVATE SENIOR HIGH SCHOOL  
ISLAMIC INTERGRATED BANGKINANG IN  
WRITING A NARRATIVE TEXT**

A thesis

Submitted in Partial Fulfillment of the Requirement

For Bachelor Degree of English Education

(S.Pd.)



**BY**

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**SUPERVISOR APPROVAL**

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**EXAMINER APPROVAL**

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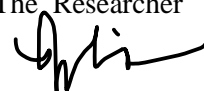
All praises belong to Allah Almighty, the Lord of the world and the creator of Universe. By guidance and blessing, the researcher has completed this project paper entitled Analyzing syntatic errors made by eleventh grade students of private senior high school islamic integrated bangkinang in writing narrative text. Peace is upon to the greatest prophet Muhammad SAW. In this valuable chance, the researcher intended to express his gratitude and appreciation to his beloved parents, Hj. Hafsah and H.M. Nur who always pray for me in my whole life and who have given meaningful and useful support to accomplish this thesis all day and all night.

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Nothing is perfect but Allah SWT and neither in this work. This paper is not perfect scientific writing yet. Therefore, comments, critics and suggestion for the improvement of this thesis will be highly appreciated. Hopefully this thesis gives some contributions for the improvements of the English teaching and learning for the readers.

Pekanbaru, 7 June  
The Researcher



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## ABSTRAK

**M. Al-Ayyubi, (2021) : Analisis Kesalahan Sintatis Dalam Penulisan Text Narratif Yang Dilakukan Oleh Siswa Kelas 11 SMA Islam Terpadu Bangkinang**

Kemampuan berbahasa merupakan salah satu aktivitas untuk memperoleh informasi dari lawan bicara. Dalam konteks pembelajaran bahasa Inggris, kemampuan berbahasa sangatlah penting selain kemampuan menulis, membaca dan mendengar. Dari hasil pengamatan peneliti yang telah dilakukan pada siswa di SMA Islam Terpadu Bangkinang, ditemukan bahwa terdapat faktor-faktor yang memengaruhi kesulitan dalam bahasa terutama penulisan, antara lain: keterbatasan perbendaharaan kata, ketidakmampuan memahami maksud, dan ketidakmampuan menyusun kata sesuai dengan kaidah. Penelitian ini bertujuan untuk mencari tahu kekurangan atau kesalahan siswa dalam penulisan bahasa Inggris terutama dari segi tata bahasa. Penelitian ini merupakan penelitian Eksperimental dengan menggunakan metode analisis. Penelitian ini menggunakan teknik pengumpulan data dengan sampling. Penelitian ini menggunakan sampel sejumlah 35 siswa. Selanjutnya, peneliti menggunakan 4 indikator dalam menganalisa kesalahan siswa, yaitu: Penghilangan, Penambahan, Salah pembentukan, Salah penyusunan. Berdasarkan penelitian yang telah dilakukan, peneliti menemukan ada sekitar 191 kesalahan yang dilakukan siswa dengan persentasi yang paling banyak sebesar 70%.

**Kata Kunci:** *Kemampuan menulis, Kesalahan Sintatis*

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**ABSTRACT**

**M. Al-Ayyubi, (2021) : Analyzing Syntactic Errors Made By Eleventh Grade Students Of Private Senior High School Islamic Integrated Bangkinang In writing Narrative Text.**

Language ability is one of activity for acquiring the information from other speaker. In context of English learning, language ability is very important besides of ability of writing, reading and listening. Based on result of observation which is conducted in Islamic Private Senior High school Integrated Bangkinang, the researcher found that there are factor affecting the difficulty in language especially in writing, which are lack of vocabularies, incapability of understanding the meaning, and incapability of arranging the words based on what should be. The significance of this research is to find out the flaw or mistakes in students' writing especially in grammar. This research is experimental research using analytical method. This research applies collecting data technique by sampling. This research uses sample with the amount of 35 students. Subsequently, the researcher utilizes 4 indicators in analyzing students' errors which consist of: Omission, Addition, Misformation, Misordering. Based on the research implemented, the researcher found that there are approximately 191 mistakes which were conducted by students with the most percentage was around 70 %.

**Key words:** *Writing Ability, Syntactic error*

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**ملخص**

محمد الأيوبي، (٢٠٢١): تحليل الأخطاء في بناء الجملة عند كتابة النص السردى لدى تلاميذ الفصل الحادي عشر بالمدرسة الثانوية الإسلامية المتكاملة بنجكينج

المهارات اللغوية هي أحد الأنشطة للحصول على معلومات من المحاور. في سياق تعلم اللغة الإنجليزية تعد المهارات اللغوية مهمة جدا بالإضافة إلى مهارات الكتابة والقراءة والاستماع. بناء على ملاحظة قام بها الباحث في المدرسة الثانوية الإسلامية المتكاملة بنجكينج عرف بأن العوامل التي تؤثر في لغة التلاميذ ولاسيما الكتابة هي: مفردات محدودة، وعدم القدرة على الفهم، وعدم القدرة على تركيب الكلمات وفقا للقواعد. وهذا البحث يهدف إلى معرفة أخطاء التلاميذ في كتابة اللغة الإنجليزية ولاسيما في القواعد. وهذا البحث هو بحث تجريبي باستخدام طريقة التحليل. وعدد عيناته ٣٥ تلميذا. واستخدم الباحث ٤ مؤشرات لتحليل الأخطاء وهي الحذف والزيادة وأخطاء التركيب وأخطاء التركيب. وبناء على البحث الذي تم تنفيذه وجد الباحث أن عدد أخطاء التلاميذ ١٩١ خطأ بنسبة ٧٠٪.

الكلمات الأساسية: مهارة الكتابة، أخطاء في بناء الجملة.







## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL.....</b>	<b>i</b>
<b>EXAMINERS APPROVAL.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>LIST OF CONTENT .....</b>	<b>vii</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
 <b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem.....	1
B. The Problem.....	5
1. Identification Of Problem.....	5
2. Limitation Of Problem.....	5
3. Formulation Of Problem.....	5
C. Objective Of The Research.....	6
D. Significance Of The Research.....	6
E. Definitions Of The Terms.....	6
 <b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Theoretical Framework.....	8
1. The Nature Of Writing.....	8
a. Definition Of Writing.....	8
b. Process Of Writing In Narrative Text.....	10
c. Components Of Writing.....	13
d. Assesment Of Writing.....	17

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2. Error.....	17
3. The Nature Of Narrative text.....	20
4. The Nature Of Error.....	25
5. The Nature Of Syntactic Error.....	35
6. The Discussion Of Related Studies.....	36
B.The Relevant Research.....	37
C.Operational Concept.....	40
D.The Assumption.....	41

**CHAPTER III RESEARCH METHODOLOGY**

A.Design Of The Research.....	42
B.Time And Location Of The Research.....	43
C. Subject And Object Of The Research.....	43
D. The Population And Sample Of The Research.....	43
E.The Technique Of Collecting Data.....	44
F. The Technique Of Analyzing Data.....	45

**CHAPTER IV FINDINGS AND DISCUSSION**

A..Data Presentation.....	48
B.Analysis Of Data.....	50

**CHAPTER V CONCLUSION AND SUGGESTION**

A.Conclusion.....	54
B.Suggestion.....	55
1.Suggestion For English Teacher.....	55
2.Suggestion For Students.....	55

**REFERENCE**

**APPENDIX**



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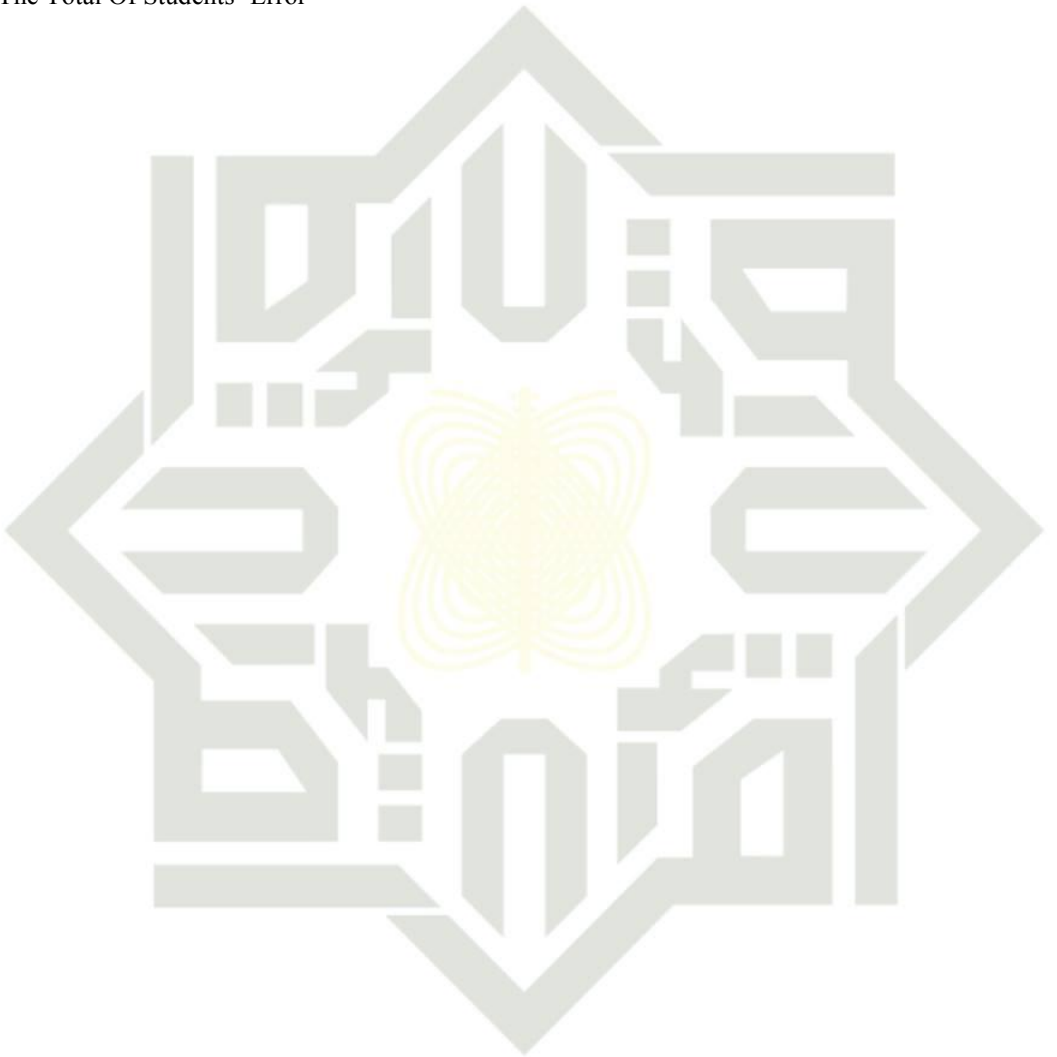
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**LIST OF TABLES**

Table II.1	Narrative Writing Analytic Scoring Rubric.....	13
Table III.1	The population of eleventh grade students at Private Senior High School Islamic Integrated Bangkinang.....	43
Table III.2	The blueprint of Error Classification.....	45
Table III.3	The frequency and percent of Students Errors in writing Narrative Text Based on surface strategy taxonomy.....	47
Table IV.1	Student’s Syntactic Errors in Writing Narrative Text.....	49
Table IV.2	The Total Number of Syntactic Errors in Writing Narrative Text .....	50
Table IV.3	The total in each type of Error.....	51

## LIST OF APPENDICES

Appendix I	Student's Syntactic Errors in Writing Narrative Text
Appendix II	The total in each type of Error
Appendix III	The Total Of Students' Error



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## CHAPTER 1

### INTRODUCTION

#### A. The Background of the Problem

English becomes one of the most important language subjects of education for students in Indonesia, because English is learned from elementary level up to university level. English is like other languages that have its own skills such as listening, speaking, reading, and writing. Writing is the most complex skill for students because writing is the learning process of shaping experience into text, allowing the researcher to discover, develop, clarify, and communicate thoughts and feelings. So, writing requires and supports the development of thinking skills. Writing is one of the important parts and the proper tools in learning a language because it contain patterns, spelling, vocabulary and sentence patterns. Writing is used to express feelings, ideas, thoughts and opinions. Ghaith (2002) says that writing is about how to express thoughts and ideas to be a product.

As a matter of fact, English is a foreign language for Indonesian students. So, students who learn English may produce many errors, for example in using tenses or in arranging sentences to be a good paragraph. Raimes (1983) explains that writing is an area in which students commit errors and it is helpful in students' learning. This is due to the fact that. First, it reinforces the grammatical structures, idioms and vocabulary that have been taught. Second, when students write, they also have a chance to be adventurous with the language. Third, when

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they write they necessarily become involved with the new language, the effect to express ideas, and the constant use of eye, hand and brain is a unique way to reinforce learning.

In this case, error and mistake have different meaning. According to Brown (2000), a 'mistake' refers to a performance error to utilize a known system correctly. While the 'error' is visible deviation from grammatical structure, which reflects the competence of learner inter language. For example, the students know that a narrative text uses past tense for the grammatical features, but they make mistakes in grammatical features and cannot do self-correction, we can call it an error. However, if they make mistakes and they can do self-correction, we call it a mistake. According to Edge (1989), an error cannot be self-corrected, but mistakes can be self-corrected if the deviation is pointed out to the speaker. Students' errors may occur in different components of language, i.e. in grammar, lexicon, or pronunciation. Hence, students' errors occur in different linguistics categories such as phonology, morphology, syntax, and discourse.

According to Richard and Schmidt (2010, p.579), as an adjective, syntax is a major component of the grammar of a language. It concerns with the ways in which words combine to form sentences and the rules which govern the formation of the sentences, making some sentences possible or not possible within a particular language. In relation to grammar errors, syntactical errors are commonly did by foreign language learners.

Meanwhile, Oktisa (2018) do the research about the analysis of syntactical errors made by students' of TBI IAIN Bengkulu in writing thesis abstracts. The

result showed that there were ten syntactical errors made by under graduate students in writing their thesis abstract. First syntactical error was students' problem in noun. From 33 data of students' thesis abstract it had 20 syntactical errors in noun. Second, student's syntactical errors in noun phrase. From 33 data of students' thesis abstract it had 8 syntactical errors in noun phrase. Third, students' syntactical errors were in verb. From 33 data of students' thesis abstract it had 132 syntactical errors in verb. Fourth, students' syntactical errors were in determiner. From 33 data of students' thesis abstract it had 12 syntactical errors in determiners. Fifth, students' syntactical errors were in determiner phrase. From 33 data of students' thesis abstract, the researcher found 1 syntactical error in determiner phrase. Sixth, student' syntactical errors was in pronoun. From 33 data of students' thesis abstract, the researcher found 3 syntactical errors in pronoun. Seventh, students' syntactical errors were in tenses marker. From 33 data of students' thesis abstract it had 6 syntactical errors in tenses marker. Eighth, students' syntactical errors were in auxiliary. From 33 data of students' thesis abstract, the researcher found 2 syntactical errors in auxiliary. Ninth, students' syntactical errors in complementizer. From 33 data of students' thesis abstract, it was found 3 syntactical errors in complementizer, and the last was students' syntactical errors in preposition. From 33 data of students' thesis abstract, it was found 7 syntactical errors in preposition. The dominant syntactical errors made by the students were syntactical errors in using verbs. Then, the factors that influence students' syntactical errors were mother tongue interference and ineffective traits of learning such as faulty application of rules and unawareness of the restrictions

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of rules that covers overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized.

This sort of thing happened to the students at Private Senior High School Islamic Integrated Bangkinang. The teacher explained that she already given some explanations, examples, and exercises to the students, but when the teacher checked the students' work, the teacher found many errors in their work, particularly in text writing such as recount, descriptive, report, narrative, etc. In this research, narrative text is chosen because narrative text has been learned since junior high school. Besides, the use of grammar in narrative text is quite simple because the tenses in narrative text are simple past.

From explanation above, the researcher found that some problems that still faced by the students and its can be seen as follows:

1. Some of the students were not able to write narrative text grammatically
2. Some of the students were not able to understand verb changing.
3. Some of the students were not able to use correct to be in make a sentence.
4. Some of the students were not able to use correct auxiliary verb in make a sentence.

So, based on the phenomena described above indicated that is necessary to conduct a research entitled “**Analyzing the Syntactic Errors Made by the Eleventh Grade Students of Private Senior High School Islamic Intergrated Bangkinang in Writing a Narrative Text**”



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**B. The Problem****1. Identification of the Problem**

Based on the pre-observation, the researcher identified the problem as follow:

- a. Why some students were not able to write narrative text grammatically?
- b. Why some students were not able to understand verb changing?
- c. Why some students were not able to use correct to be in making a sentence?
- d. Why some students were not able to use correct auxiliary verb in making a sentence?

**2. Limitation of the Problem**

In this research, the researcher focuses on the language features errors in making narrative text of Private Senior High School Islamic Intergrated Bangkinang students.

**3. Formulation of the Problem**

The problem of this research can be formulated as follows; what are the syntactic errors made by the eleventh grade students of private senior high school Islamic intergrated Bangkinang in writing a narrative text?

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**C. The Objective of the Research**

The objective of this research is to find out the errors of language features in making narrative text that the students of private integrated islamic senior high school madani bangkinang.

**D. The Significance of the Research**

The findings of this research are expected to give some valuable contributions to the researcher, the students, and the teachers. For the researcher, the contribution in doing this research can understand the things that need to be considered in the process of learning and teaching. For the students, the contribution in this research is to help the student to develop their knowledge in grammar. Particularly the ability is in writing narrative texts. So, they could consider the improvement of their ability. For English teachers, is to get valuable information about the difficulties faced by students in writing narrative texts. It is needed for the teacher because as an English teacher have to know the problems of the students in learning so that the teachers can make improvement in teaching writing skills. For the reader is to give useful information about analyzing students' error. It is needed for the readers to interest doing other research.

**E. The Definitions of the Terms**

In order to avoid misunderstanding and misinterpretation in reading this paper, the definitions of the terms are given as follow:



1. Error is which a student cannot do self-correction but where it is clear which form the student wanted to use, and where the class is familiar with that form (Edge, 1989). Errors in this research are students' errors in terms of surface taxonomy in writing narrative text. In this research, error is an instance of language that is unintentionally deviant and not self-correctible by its author.
2. Narrative text is stories organized by time, one event in the story, one step in the process happening after the other (Canavan, 1969). Narrative is a text that tells about an event in the past time. In this research, narrative is narrative text written by the students.
3. Syntactic Errors is the way to analyze errors. In finding the errors, the researcher will analyzed by using Surface Strategy Taxonomy. According to Dulay (1982) classify students error in four elements, there are: omission, addition, misformation, and misordering. Surface Strategy Taxonomy in this research is classifying students' errors in those four elements.

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**CHAPTER II****REVIEW OF RELATED LITERATURE****A. The Theoretical Framework****1. The Nature of Writing****a) Definition of Writing**

There are many definitions about writing explained by experts. According to Oshima and Ann Hogue (2007, p. 15), writing is a process of adopting a language skill; it is a going creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Another definition is given by Hegarty (2000, p. 5) that writing takes up the least of our time; it is by far the most complex and difficult language arts skill to master.

According to Linse (2005:98) writing is process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Murcia (2001:213) says that Writing is a skill which enables a learner to plan and to rethink the communication process. Furthermore writing cannot be produced without mastering English language because in writing we need good rules and grammar so that readers can understand what we mean.

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Nunan (2003:89) reveals that writing is used to show that students have mastered a particular grammatical rule, rather than have good idea about the subject matter. In fact, correct spelling, grammar, and overall organization are the most important evidence of second or foreign language proficiency.

Writing is not an easy job; almost everyone agrees that writing is a difficult activity because in writing there are many things that must be considered such as grammar, punctuation and so on. So writing requires hard work or continuous practice to get good writing results. In accordance with this statement Langan (2009:11) pointed out that writing is skill that anyone can learn with practice. It can be concluded that writing needed practice a lot.

From the definitions above the researcher can conclude that writing is one of the important skills in learning a language, besides listening, speaking, and reading skills that need more attention from the students. This skill requires the learners to know, express or to organize the ideas and thought on how the grammatical form and syntactic patterns. Writing is also a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything existing in our mind. It is written on a paper or a computer screen. A piece of writing is always possible to review and revise more than one time.

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**b) Process of Writing in Narrative Text**

A narrative text is a kind of text that tells a story to make a point or explain an idea or event that has a purpose to entertain or inform the readers. Narrative has many definitions, simply it tells a story. Dietsch (2003) states that narrative is a powerful tool that can captivate an audience, stir the imagination, elicit empathy, and lend weight to opinion.

According to Nagin (2006), narrative is storytelling, whether it tells a true story or a fiction. Narrative contains action, dialogue, elaborate details, and/or humors. In narrative texts, the readers are expected to feel the sort of emotion by the characters such as anger, sadness, pain, or joy.

Generally, authors choose a short, specific story that can be fully described in a single essay. The story should be personal and show the researcher's feelings and reactions to the events. Like other essays, though, the narrative essay has a thesis. The author has something to say about the story, such as a lesson he learned from the experience (Peter, 2005). In this research about writing narrative text, the researcher is more focus on language feature of narrative text precisely on grammar. Because many students still don't comprehend about grammar.

In line with the statement or definition of writing above, it is outstandingly seen that writing is not simple activity because there

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are a lot of aspect to be deliberated in the process of writing. According to Dilkawati (2012) the process of writing are planning (Pre-writing), drafting, and revising, editing, and finished product. The process of writing might include several stages as in the following explanation below:

1) Planning (Pre-writing)

Points out of prewriting are viewed as thinking before writing. A researcher will strive hard to perform the product of his writing in a good performance either in the aspect of content, organization, vocabulary, language, use or mechanic. To reach a qualified writing product, of course, it needs an adequate preparation. The researchers have to consider the purpose of their writing since this will not only influence the type of the type of the text they want to produce, but also the language they use and the information they choose to include. Prewriting is an activity that encourages the students to write. It is stimulus thought for getting started about the topic before writing first draft. In fact, it moves students away from having to face a blank page toward generating ideas and gathering information for writing.

2) Drafting

- a) In this stage, students begin to develop and form their ideas from their thought into more concrete form. The process as follows:



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- b) Write down who your audience will be and the purpose of your writing is.
- c) Write down your topic sentence and underline it. It helps you to focus on,
- d) Write details, information, example, to support your topic sentence,
- e) Write your paragraph, follow your outline as closely as possible,
- f) Don't worry about grammar, spelling and punctuation; just put the information as much as possible in your writing. This draft is not necessary perfect. Later on, it will follow revising stage. Troyka in Dilkawati (2012, p. 48) explains that the purpose of taking draft is to get your ideas into the paper, to refine grammar.

3) Revising

Revising occurs when researcher looks for feedback from a teacher or other students. The teacher does not to be the only one who gives students feedback. When student revise, they review their text of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to



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improve global content and organization of ideas so that the researcher is made clearer to the reader.

## 4) Editing

To finish well, the researchers have to edit their writing. The researchers edit in the later stage of writing to recheck the whole text to make sure what they want to write same as what they intend to say. They have to check from the clarity of ideas to the sequence of paragraph, the choice of words, and the correctness and accuracy of the text, spelling, and punctuation. Mostly, in editing stage, the students will improve their writing based on their weaknesses or mistakes made at the draft stage.

## 5) Final Product

The last stage is finishing product it means the researcher still has opportunity to improve their writing because writing is product that can be finished when the researcher feels satisfy with their work.

c) **Components of Writing**

To know the students' score in writing narrative text, the researcher used analytic scoring rubric. Analytic scoring rubric has some categories. This category can be seen in the following table as cited from Glencoe, (2009).



**Table II.1**

**Narrative Writing Analytic Scoring Rubric**

Aspect of Assessment	Criteria of Assessment			Score
	9-12	5-8	0-4	
<p><b>Focus/Organization</b></p> <p>The narrative fulfills its purpose by telling an interesting story.</p> <ul style="list-style-type: none"> <li>The story is appropriate to its intended audience.</li> <li>Time order is used to organize the story's events.</li> </ul>	<p>- Interesting story</p> <p>- The story is appropriate to audience</p> <p>- Use time to organize the story's event</p>	<p>- The story is interesting but may lack in detail.</p> <p>- The story is for some persons.</p> <p>- The narrative shows the events, but may lack details.</p>	<p>- Not interesting story and unclear or not related to the topic</p> <p>- Not appropriate to audience</p> <p>- Not used time</p>	<p>0 - 12</p> <p>0 - 11</p> <p>0 - 12</p> <p>Score: 35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>Every sentence is important to the story.</li> <li>Enough details are provided to describe the setting and characters.</li> </ul>	<p>- Every sentences are strong and expressive with varied structure.</p> <p>- Setting and characters are</p>	<p>- Writing is clear but sentence may lack variety</p> <p>- Setting and</p>	<p>- Writing is confusing, hard to follow.</p> <p>- Setting and</p>	<p>0 - 12</p> <p>0 - 11</p>

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Transition words help move the story	detail. -Transitions	Character s are not detail. - Transiti	characters are distraction . - Transition	0 - 12
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According to Jacob et al (1981: 90) there are five components of writing. They are:

1) Content

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a researcher presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3) Vocabulary

Rivers as cited in Nunan (1992: 11), vocabulary is essential for successful study on the second language. In writing, a researcher should use the appropriate vocabulary to express

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what they want to write. It refers to the selection of words those are suitable with the content.

It begins with the assumption that the researcher want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

## 4) Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

## 5) Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

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**d) Assessment in Writing**

Writing is highly valued in educational setting. The standardization of writing is frequently emphasized on the accuracy in writing. In assessing writing on spoof text, the researcher cannot measure the students' ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement.

According to Jacob, et al (1981) there is five components to categorize students' writing ability. The assessment form can be seen as follows:

1. Content
2. Organization
3. Vocabulary
4. Language Features
4. Spelling and Punctuation

**2. Error**

The study of errors is carried out by means of Error Analysis (EA). In the 1970s, EA supplanted Contrastive Analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences their L1 and target language. The underlying assumption of CA was that errors occurred primarily as a result of interference when the learners transferred native language habits into

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the L2. Interference was believed to take place whenever the habits of the native language differed from those of the target language. CA gave way EA as this assumption came to be challenged. Whereas CA looked at only the learner's native language and target language (i.e. fully formed language), EA provided a methodology for investigating learner language. For this reason EA constitutes an appropriate starting point for the study of learner L2 acquisition (Ellis, 1996: 47-48)

According to Selinker and Gas (2008, p.102) Errors can be taken as red flags because they provide the evidence of the state of a learner's knowledge of the L2. An error is a deviation of target language's use. It is different with a mistake. As Brown (2007, pp.263-264) states that students' errors are usually caused by the intralingual transfer of the native language and intralingual transfer. Therefore, it is difficult for students to write correctly, since the systems of the target language are different from their native language systems. In other words, it seems reasonable that students who find difficulties in learning English as target language will make errors.

Meanwhile, according to Pensius et al (2016) error is part of learning. Making error is natural in learning process. People cannot learn language without first systematically committing error. Moreover, Corder (1981: 23) proposed that error analysis is the study

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analysis of the errors made by the second of foreign language learners to predict the errors or the difficulties in learning foreign language.

From the definition above, the researcher concluded that error analysis may be defined as a study of student's errors covering collecting samples, identifying, describing, classifying, and evaluating errors.

a. Synthetic Error

According to Endah & UMI (2018) syntactic is a familiar term that is used by people who learn language. According Matthews, syntax is from the Ancient Greek Syntax is, a verbal noun which literally means „arrangement“ or „setting“ out together; traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order<sup>17</sup>. In other word syntax is the study about the arrangement of words in the sentence based on the rule that had been determined. The term syntax is also used to refer to the study of such principles and processes. The goal of many syntacticians is to discover the syntactic rules common to all languages.

From the explanation above, it is clear that syntax is related into how a word, phrase, and sentence are structured in order to create meaning. Therefore, syntactic problems are all problems that are faced by the researchers in structuring sences, especially how they structure words to be phrase, then, complete sentence that create meaning in form of abstract in thesis.

### 3. The Nature of Narrative Text

A narrative text is a kind of text that tells a story to make a point or explain an idea or event that has a purpose to entertain or inform the readers. Narrative has many definitions, simply it tells a story. According to Nagin (2006), narrative is storytelling, whether it tells a true story or a fiction. Narrative contains action, dialogue, elaborate details, and/or humors. In narrative texts, the readers are expected to feel the sort of emotion by the characters such as anger, sadness, pain, or joy. Meanwhile, Dietsch (2003) states that narrative is a powerful tool that can captivate an audience, stir the imagination, elicit empathy, and lend weight to opinion.

Tickoo (1995) states that narrative deals with events that constitutes problems for one or more characters who are motivated to confront the problem and attempt to solve it. Another opinion from Meyers (2005) who states that narrative is one of the most powerful ways of communicating with others. A good written story lets readers' response to some events that happen in our life as it happened on

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them. They do not only understand the event, but they can almost feel it. The action details and dialogues can stimulate the readers' emotion like those really happen on them.

From the definitions above, it can be concluded that narrative is a powerful tool to communicate with others by telling stories, whether the stories are true or fiction. The basic purpose of narrative is to entertain, but Dietsch (2003) believes that the purpose of narrative is more than to entertain. Based on the theories, the content of narrative is not only fiction, but also the fact.

According to Anderson (1997), the steps for constructing a narrative are:

1. Orientation / exposition

The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

2. Complication / rising action

The complication is pushed along by a series of events; during which reader usually expect some sorts of complication or problems to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them from reaching their goal.

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### 3. Resolution / falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ‘How did it end?’).

The conclusion from the explanation above is generally the generic structure of narrative text that consists of three parts: orientation, complication, and resolution. These three parts must be integrated as a whole in order to make a complete story.

According to Gerot and Wignell (1994), there are six language features involved in narrative text. They are as follows:

1. Focus on specific and usually individualized participant.
2. Use of material processes.
3. Use of behavioral and verbal processes.
4. Use of relational processes.
5. Use of past tense.
6. Use of temporal conjunction and temporal circumstances.

Moreover, the language features of narrative text by Anderson (1997) are as follows:

1. Focus on specific participant
2. Use of past tense
3. Use of temporal conjunction and temporal circumstance
4. Use the material (or action) processes.

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According to Anderson (1997), there are five kinds of narrative text:

1. Fairy tales
2. Folk tales
3. Myths
4. Legends
5. Fables

Based on school- based curriculum 2006, Narrative text has been taught in the first semester and the second semester. The following are the examples of Narrative text (Mukarto, 2001):

**Timun Mas**

One night, Buto Ijo a giant with supernatural powers, passed a farmer's house. He heard the farmer's pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said Buto Ijo. The farmers were so happy. They did not think about the risk of losing their child later and agreed to take the offer.

Buto Ijo gave them a bunch of cucumber seeds. The farmers planted them carefully. Then, the seeds changed into plants. No longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl. On her 17th birthday, Timun Mas was very happy.

However, the parents were very sad. They knew they had to keep their promise to ButoIjo the giant, but they also did not want to lose their beloved daughter. “My daughter, take this bag. It can save you from the giant,” said father. “What do you mean, Father? I don’t understand,” said Timun Mas.

Right after that, ButoIjo came into their house. “Run Timun Mas. Save your life!” said the mother. Butoiyo was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. Buto Ijo was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became sea. Buto Ijo had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns, so they hurt Buto Ijo.

However, he was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But Buto Ijo still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste. She threw it and became a big swamp. Buto Ijo was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they were finally together again.

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#### 4. The Nature of Error

There are many definitions about error. According to Corder (1981) error is both an ancient activity and at the same time comparatively new one. Errors have played an important role in the study of language acquisition in general and in examining second and foreign language in particular. When learning a language, people commonly make errors as Harmer (2001) states that errors are parts of the learner interlingua that is the version of the language which a learner has at any on a stage of development and which is continually reshaped as he/she aims toward full mastery. Nowadays, there are many experts who analyze the errors made by students in language learning. Richards (1974), states that error analysis is the study and analysis of errors made by the second or foreign language learners.

Bahonar (2013) explains, there are three approaches to errors:

1. Contrastive Analysis (CA) is claimed to be central to all linguistic research in developing a general theory of language based on the discovery of the "universals" of language, in the study of diachronic change and of dialectal variation, in longitudinal studies of language acquisition, as well as in interlingual translation.
2. Error Analysis (EA) is claimed, to provide into the strategies employed in second language acquisition, and in turn into the process of language learning in general.

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3. Interlanguage theory (IL) is claimed to have implications for theories of language contact, language change and language acquisition. Besides, its usefulness in describing, special language types such as immigrant speech, non-standard dialects; non-native varieties of language and the language of aphasics and of poetry, among others.

From the three kinds of three approaches to errors, the most commonly discussed is error analysis.

#### 1. The Differences Between Error and Mistake

The terms of *error* and *mistake* have identical meaning in teaching and learning process. However, those have different meaning and function. Brown (2000) defines *Error* as a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner. Meanwhile, *Mistake* refers to a performance error that is either a random guess or a slip in that it is a failure to use a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some temporary breakdown or imperfection in the process of producing speech. Error can be self-corrected while mistake cannot be self-corrected if the deviation is pointed out to the speaker.

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It can be concluded that errors are caused by lack of understanding and knowledge in target language while mistakes are caused by temporary lapses of memory, confusion, and carelessness in expressing target language either in spoken or written form.

There are different frameworks and classifications of errors according to various linguistic levels of description and systematic, and researchers in their attempts to analyze learners' errors have developed their own categories.

Halliday, McIntosh, and Strevens (1964) claimed that it is extremely useful to construct a purely descriptive framework for the analysis of errors, taking into account the level of language and the various categories involved.

Catalán (1997) trying to systematize error terms and definitions to make teachers and researchers aware of relativity of errors and the great degree of overlapping. She stated that in error studies the most appropriate terms and definitions must be chosen to serve the researchers' purposes best.

Corders (1974) identified three types of errors according to their systematicity. First, Pre systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. Second, Systematic errors occur when the learner has discovered a rule but it is a wrong one. Third, Post systematic errors occur when the learner knows the correct target language rule but uses it.

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Dulay, et al (1982) established four broad classifications of errors. First, Linguistic taxonomy which classifies errors according to the language component and the particular linguistic constituent the error affects. Second, Surface strategy taxonomy which emphasizes the ways surface structures are changed. Third, comparative analysis taxonomy which is based on comparison between the structures of second language errors and certain other types of construction. Last, Communicative effect taxonomy focuses on the effect of errors on the listener or reader.

Regarding linguistic taxonomy, Keshavanastz (1999) classified errors into four distinct categories: Orthographic error, Phonological error, Lexico-semantic error, Syntactic-morphological errors. Orthographic errors is cognitive errors consisting of substitution of a deviant spelling for a correct one when the researcher simply does not know the correct spelling of a particular word or forgot it or misconceived it. Phonological errors is speech disorders in which some speech sounds in a child's or adults' native language are either not produced, not produced correctly, or are not used correctly. Lexico-semantic errors is errors in lexical units which include not only words but also sub-words or sub-units such as affixes and even compound word and phrases, and Syntactic-morphological errors is a violation of the syntax, or grammatical rule, of a natural language or programming language.



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Corder (1973) classified errors based on the main processes which lead to erroneous utterances: omission, addition, substitution and permutation (misordering). Dulay et al. (1982) classified errors according to the ways the surface structure is altered in erroneous utterances: omission, addition, misformation (substitution) and misordering.

The two taxonomies proposed by Corder (1973) i.e. processing errors, and Dulay et al. (1982) i.e. surface errors, are compatible and their subcategories can be equated. Omission errors refer to the absence of an item that must appear in a well-formed utterance. Addition errors refer to the presence of an item that must not appear in a well-formed utterance. Misformation or substitution errors are due to the use of the wrong form, morpheme or structure. Misordering errors are due to the incorrect placement of a morpheme or a group of morphemes in an utterance.

In this research, Dulay et al (1982) is taken theory in classifying students' error. Dulay et al (1982) explained that in analyzing errors can be classified into 4 classes, as in the following:

- Omission (OM)
- Addition (AD)
- Subtitution / misformation (MF)
- Mis- ordering (MO)



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**a. Omission (OM)**

Omission errors are characterized by the absence of an item that must appear in a well – formed phrases or sentences. Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners.

Example:

He sitting \*)

This sentence is classified into error of omission because students omit to be (is). The correct sentence should be;

He *is* sitting.

**b. Addition (AD)**

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance.

Example:

She *is* eats a banana \*)

This sentence is classified into error of addition because students' add to be "is", the error is not to be "is" but "is" should be replace with verb. The correct sentence should be;

She eats banana.

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**c. Misformation (MF)**

Misformation errors are characterized by the use of the wrong form or morpheme of structure. While in omission error, the item is not supplied at all. In the misformation errors the learner supplies something, although it is incorrect.

Example:

It is *the* tiger\*)

This sentence is classified into error of misformation because students' used wrong article, it should be article "a" not "the". The correct sentence should be;

It is *a* tiger.

**d. Misordering (MO)**

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The errors may be made by foreign language and second language learners when they have acquired certain simple patterns.

Example:

Elephant has a nose *long*\*)

This sentence is classified into error of misformation because students' wrong to arrange the sentence, students' do not know the rule of using adjective before noun. The correct sentence should be;

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Elephant has a *long* nose.

## 2. The Way How to Distinguish Error and Mistake in Students' Works.

We should be careful in classify students errors because maybe students just do a mistake not an errors. In this case Ellis (1997) states that mistake if students sometimes right sometimes wrong (correct in understanding, wrong in performance), but error if students always wrong (incorrect in understanding, wrong in performance). Based on brown (2000) we can classify students do errors in their work if they make some mistake more than one event, so if the students do mistake one, two, three or more we can classify that the student made an error in their work.

## 3. The Cause of Errors

People who learn a foreign language will do some error on their work. Richards (1971) subdivides the intralingual or developmental error as the causes of errors into the followings:

### a. Interference

This cause deals with interference of the first language to the target language in which grammatical rules in the first language are incorrectly transferred to the **second language (Richards & Schmidt, 2010)**.

Example: Dayang Sumbi [ ] angry ..

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In these sentences, the error is found in the absence of the finite verb in the sentence. An equivalent sentence in the first language is *Dayang Sumbi marah*. In Indonesian, this sentence is grammatically correct. In English, however, this sentence is ungrammatical, since it does not have a copulative verb. Thereby, this error is derived from the negative transfer of the mother tongue, since, in Indonesian, a complete sentence may have the absence of a copulative verb.

#### b. Overgeneralization

Richards (1971) states that overgeneralization or transfer is the use of previously available strategies in new situations. In second language learning, some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities that will be misleading and inapplicable - overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

Example: "He runs fastly".

In this sentence, the learner produces an error because he/she generalizes that adverbs of manner must always be formed by adding 'ly' to the adjectives. The correct sentence should be: He runs fast.

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**c. Ignorance of Rule Restriction**

This kind of error is closely related to overgeneralization. That is the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where actually it is not necessary.

Example: “The man whom I saw him yesterday”.

The student does not know that it is impossible to mention the person referred to by the relative pronoun by another pronoun as well.

**d. Incomplete Application of Rule**

Richard (1971) also says that incomplete application of rule means that the learners apply a rule in the context of a sentence, although the rule is not yet complete. The students may use a statement for a question by adding a question mark at the end in the sentence.

Example: “He goes to school?”

**e. False Concepts Hypothesized**

False concepts hypothesized refer to faulty rule of learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching items some students get confused and cannot differentiate between go and



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come, bring and take, too and very, etc. They use the present tense instead of the present continuous tense or the other way round. This might be caused by learners not paying much attention to the difference between items. They consider too and very are the same as well as go and come, etc.

Another cause of error mentioned by George (1972) is 'redundancy reduction'. The error might be made as a result of blending structure learnt early in the learning sequence, for example: "Yesterday I walk at Losary Beach." The adverbial marker 'yesterday' in this sentence is, for the learner, sufficient to indicate a time reference, and consequently the -ed is omitted from the stem of the verb; and when -ed is added, it means redundancy. This kind of thing should be paid attention to in teaching process.

According to Catalán (1997) analyzing an error is a useful tool either to discover the type of structures of the target language (TL) that cause trouble for second language learners in their interactive communication with native speakers, or to map out the type of strategies used in learning a foreign language.

**5. The Nature Of Syntactic Errors**

Surface Strategy Taxanomy proposed by Dulay, Burt and Krashen in 1982 is a taxonomy developed in analyzing error made by the learners which consist of several alternatives for error classification as a result of comparative categorization and communicative effect taxonomy (Dulay,

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Burt and Krashen, 1982). This taxonomy divides learner errors into four categories which are Omission, Addition, Misformation and Misordering. Classifying errors using the surface strategy taxonomy is very practical since it can physically highlight the cognitive process underlying learner's reconstruction of the mother tongue and target language. In addition, this taxonomy also emphasizing that errors are inevitable since the learner are actively progressing towards producing the target language while utilizing their temporary principle in the former language.

#### 6. The Discussion of Related Studies

Several experts have conducted research on the analyzing students' error in writing for educational field. Wee (2009) analyzed Malaysian ESL learners' written verb-form errors and found that error in misformation were the highest, followed by those of omission, addition, and misordering.

Pena (2009) analyzed written errors committed by math, science, and engineering faculty, and found out that misformation is the most commonly error made by the students, followed by omission, addition, and misordering, and students made error in the use of tenses, preposition, noun inflection, article, subject-verb agreement and punctuation were the most committed errors respectively.

Abbasi and Karimnia (2011) also investigate grammatical errors committed by Iranian junior and senior students in their translation. Researcher found out that misformation is the most commonly error made





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by the students, followed by omission, addition, and misordering and the findings revealed that use of typical Persian structure; errors in the use of tense, preposition and error in the use of article were the most frequent errors respectively, in both junior and senior students' translation.

Jalali and Shojaei (2012) in their study on Iranian EFL learners' prepositional errors revealed that substitution errors were the most frequent errors and addition errors were the least frequent errors of this type.

While, Alhaysony (2012) conducted an analysis on Saudi learners' errors concerning with the article system. She found that misformation is the most commonly error made by the students, followed by omission, addition, and misordering were the least frequent error of this type.

Based on the related studies above, it can be concluded that there has been a lot of research themes of error analysis. This indicates that error analysis has a big role in understanding the development of student learning. Error analysis helps them know in what part the students do a lot of errors, and it can evaluate and give more attention in the process of learning and teaching.

**B. The Relevant Research**

To avoid plagiarism from previous research, there are some researches that have been conducted relates to this research as follows.

1. The second research is a research that was conducted by Anindita Nur Indra (2016) entitled "Improving the Eight Grade Students' Ability in

Writing Narrative Texts Through the Use of Picture Word Inductive Model at SMP N 3 Milati in the Academic Year of 2014/2015”. She tried to investigate the use of Picture Word Inductive Model (PWIM) improved the students’ writing ability as justified in the following result. First, PWIM helps students to generate and organize ideas in identifying and labeling the picture step. Second, it enriches the students’ vocabulary in reading and reviewing the picture word chart step. Third, it improves the students’ grammar mastery by practicing the steps of generating words into sentences and paragraphs. Fourth, reading and reviewing the sentences and paragraph step allow the students to pay more attention on mechanical aspects such as spelling and punctuation. In reference to the students’ writing scores, the gain scores of the content aspect was 3.17, organization aspect was 3.3, language use aspect was 5.13, vocabulary aspect was 4.62, and mechanic aspect was 0.57. The similarities of the relevant research with this research are the PWIM strategy and the writing ability. On other hand, the relevant research has some differences with this research. One of the differences is the text. This research will investigate the implementation of PWIM strategy in writing procedural text. Meanwhile, this relevant research investigated the implementation of PWIM strategy in writing narrative text.

2. The second relevant research was conducted by Lia Oktisa which entitled “the analysis of syntactical errors made by students’ of TBI IAIN Bengkulu in writing thesis abstracts (A Content Analysis on The Students’

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S1 Thesis Abstracts of TBI IAIN Bengkulu Graduated at March 2018 Period). This research was conducted on 2018. The researcher used content analysis with descriptive qualitative approach. The number of population of this research was 33 students. The results show that the data were collected through data sheet. The result showed that there were ten syntactical errors made by under graduate students in writing their thesis abstract. First syntactical errors were students' problem in noun. From 33 data of students' thesis abstract it had 20 syntactical errors in noun. Second, student's syntactical errors in noun phrase. From 33 data of students' thesis abstract it had 8 syntactical errors in noun phrase. Third, students' syntactical errors were in verb. From 33 data of students' thesis abstract it had 132 syntactical errors in verb. Fourth, students' syntactical errors were in determiner. From 33 data of students' thesis abstract it had 12 syntactical errors in determiners. Fifth, students' syntactical errors were in determiner phrase. From 33 data of students' thesis abstract, the researcher found 1 syntactical error in determiner phrase. Sixth, students' syntactical errors were in pronoun. From 33 data of students' thesis abstract, the researcher found 3 syntactical errors in pronoun. Seventh, students' syntactical errors were in tenses marker. From 33 data of students' thesis abstract it had 6 syntactical errors in tenses marker. Eighth, students' syntactical errors were in auxiliary. From 33 data of students' thesis abstract, the researcher found 2 syntactical errors in auxiliary. Ninth, students' syntactical errors in complementizer. From 33 data of students'

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thesis abstract, it was found 3 syntactical errors in complementizer, and the last was students' syntactical errors in preposition. From 33 data of students' thesis abstract, it was found 7 syntactical errors in preposition. The dominant syntactical errors made by the students were syntactical errors in using verbs. Then, the factors that influence students' syntactical errors were mother tongue interference and ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules that covers overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized.

### C. Operational Concept

The operational concept is the concept used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data. All related theoretical frameworks can be operated in the operational concept. According to Hughes (1989, p.90) claims that there are five aspects of making a good writing. The aspects are grammar, vocabulary, mechanic, fluency and form. So, from that, the researcher can conclude the indicator of writing as follow:

- a. The students are able to write narrative text grammatically
- b. The students are able to write narrative text with good vocabulary
- c. The students are able to write narrative text with good mechanic (punctuation and spelling)
- d. The students are able to write narrative text with good fluency
- e. The students are able to write narrative text with good form.

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**D. The Assumption**

In this research, researcher assumes that the result of this research shows there are some errors in writing narrative text at the Private Senior High School Islamic Intergrated Bangkinang.

Then, for the indicator syntactic errors, the researcher adapted from Dulay (1982), there are four classifications of error, they are; Omission errors, addition errors, misformation errors and mis-ordering errors. So, the researcher made some point of the indicators above:

- a. The students are able to write narrative text without Omission errors.
- b. The students are able to write narrative text without addition errors.
- c. The students are able to write narrative text without misformation errors.
- d. The students are able to write narrative text without mis-ordering errors.

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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Design of the Research

The design of this research is a descriptive quantitative research. According to Nuardi (2015) descriptive method is to get more understanding deeply and quickly analysis data. Cohen (2000) also stated descriptive means to describe and interrupted the phenomena. This research is designed to find out describe the students' errors in writing narrative texts.

According to Creswell (2012) stated that a quantitative research is type of educational research in which the research decides what to study, asks specific, narrow question, collects numeric (numbered) data from participants, analyzes these number using statistics and conducts the inquiry in an unbiased, objective manner. Meanwhile Williams (2007) said that descriptive research is research design used to examine the situation involving identification of attributes of a particular phenomenon based on an observational basis.

Based on the explanation above, the researcher concluded that quantitative research is a research that describe about phenomena happened in around life. This research will analyze the syntactic errors made by the eleventh grade students of private senior high school Islamic Intergrated Bangkinang in writing a narrative text.



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**B. Time and Location of the Research**

The research would be conducted at Private Senior High School Islamic Integrated Bangkinang. This school is located in Kampar. This research will be conducted from February to March 2021.

**C. Subject and Object of the Research**

Subject of this research would be eleventh grade students at the Private Senior High School Islamic Integrated Bangkinang. Meanwhile, the object of this research focuses on the kinds of syntactic errors that the students of Private Senior High School Islamic Integrated Bangkinang make in writing narrative text.

**D. The Population and Sample of the Research**

The population of this study is the eleventh grade students of Private Senior High School Islamic Integrated Bangkinang. The total population of the eleventh grade students is 118 students which are divided into 5 classes.

**Table III. 1**  
**The population of eleventh grade students at Private Senior High School Islamic Integrated Bangkinang**

No	Classes	Number of students
1	XI PMIA A	25
2	XI PMIA B	27
3	XI PMIA C	27
4	XI PISO A	14
5	XI PISO B	25

According to Winarno (1998) if the population is homogenous enough and the population is less than 100 persons, the sample taken is 50%, but if the population is more than 100 persons, the sample taken is only 15% of them. Since the number of population in this research is quite

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large and homogenous and the students have similar characteristics, the researcher took 15% as the sample.

The sample was assigned by using cluster sampling because according to Fraenkel (2007) cluster sampling is the direct selection of groups rather than individuals. The sample will be XI PMIA A which 25 students as a sample. The researcher used XI PMIA A as the sample because this class gets red paper in a lottery; the class who get red paper in a lottery is the sample in this research. Since the students are homogenous in the level of course taking, the researcher can easily choose one of the four classes available.

**E. The Technique of Collecting Data**

To collect the data, the researcher will use test as an instruments to collecting the data. The test will be writing a narrative text. To find the students' syntactic errors made by the eleventh grade students of private senior high school Islamic intergrated Bangkinang in writing a narrative text, the researcher used test to assess the students' syntactic errors made by the eleventh grade students. In this research, the researcher used writing test. In this case, the students were asked to write down the text about narrative text.

Then, The researcher used to collect the data in this researches a test in writing Narrative Text is 33 pieces of paper with the direction to write narrative text, and 33 pieces more for the answer sheets.





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**Table III. 2**  
**The blueprint of Error Classification**

NO	Type of Error	Sub-type of Error
1	Omission	<ul style="list-style-type: none"> <li>- Omission in Article</li> <li>- Omission in To be</li> <li>- Omission in Preposition</li> <li>- Omission in Conjunction</li> <li>- Omission in Subject</li> <li>- Omission in Possessive</li> </ul>
2	Addition	<ul style="list-style-type: none"> <li>- Addition in Article</li> <li>- Addition in To be</li> <li>- Addition in Preposition</li> <li>- Addition in conjunction</li> <li>- Addition in Subject</li> <li>- Addition in Possessive</li> </ul>
3	Mis formation	<ul style="list-style-type: none"> <li>- Misinformation in Article</li> <li>- Misinformation in To be</li> <li>- Misformation in Preposition</li> <li>- Misformation in Conjunction</li> <li>- Misformation in Subject</li> <li>- Misformation in Possessive</li> </ul>
4	Mis ordering	-

**F. The Technique of Analyzing Data**

After collecting the students writing to determine the errors, the researcher did the following steps as a part of data analysis. In analyzing the data, the researcher used content analysis which consists of the steps proposed by Gall (2005) is used. They are:

1. Preparing the data.

After the data are collected through sampling process, they are ready to be analyzed. In this process, the data gained are in the form of error in linguistic classification.

2. Sequencing the data.

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After the errors of linguistic classification are identified, they will be sequenced from the highest result of error to the lowest.

2. Grouping the data into categories

The sequenced data will be grouped into categories. The category is consist of omission, addition, misordering and misformation.

3. Coding each data

After the data are already grouped they will be given a code to help us in calculating the data, the error of omission will be coded with OM, and the total of omission will coded with POM, the error of addition will be coded with AD, and the total of addition will coded with PAD, the error of misformation will be coded with MF, and the total of misfromation will coded with PMF, the error of misordering will coded with MO and the total of misoredering will coded with PMO.

4. Calculating all the coded data

In calculating the data, the percent of each data is calculated by Hatch and Farhady (1982).



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**Table III. 3**  
**The frequency and percent of Students Errors in writing Narrative Text Based on surface strategy taxonomy:**

	Name	Type of Errors				Total Errors	Percentage
		OM	AD	MF	MO		
	<b>Student 1</b>						
	<b>Student 2</b>						
	<b>Total</b>						

In order to know students errors in writing narrative, the researcher use some formulas as follows (Nation, 1989 in Zulida Sa'diah):

$$POM = \frac{\text{Total Omission}}{\text{Total Error}} \times 100\%$$

$$PAD = \frac{\text{Total Addition}}{\text{Total Error}} \times 100\%$$

$$PMF = \frac{\text{Total Misformation}}{\text{Total Error}} \times 100\%$$

$$PMO = \frac{\text{Total Misordering}}{\text{Total Error}} \times 100\%$$

Explanation:

POM = Percentage of Omission

PAD = Percentage of Addition

PMF = Percentage of Misformation

PMO = Percentage of Misordering

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The objectives of this research were to find the types of errors of using language feature especially on grammar in writing narrative text and to find the most common error in writing narrative text at state Islamic private Senior High School integrated Bangkinang. Based on the data described in the previous chapter, the researcher found the students committed four types of error based on Dulay's theory, they are omission, addition, misformation, and misordering. Misformation was the most common error made by the students in this research. It can be concluded that the total number of errors of omission are 49 or 26%, the total number of errors of addition are 8 or 4%, the total number of errors of misformation are 133 or 70% and the total number of errors of misordering are 0 or 0%. From the calculation of the data, misformation errors are the most common error made by the eleventh grade students of private senior high school Islamic integrated Bangkinang in writing narrative text with the percentage 133 errors or 70%, followed by omission errors with the percentage 49 errors or 26%, addition errors with the percentage 8 errors or 4%, and the lowest errors was misordering with the percentage 0 errors or 0%.

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**B.Suggestion**

Based on conclusion, there are some suggestions for teachers, and the students:

**1. Suggestion for English Teacher**

- a. The teacher should give special time to explain grammar in writing narrative text, because in English and Indonesian language there are no differences and it makes student confused.
- b. The teacher should improve himself/herself in transferring the material to overcome the students' problem in learning grammar and make them aware of their errors.
- c. The teacher should give interesting topics which are familiar for the students, so they can enjoy and motivate them in writing.
- d. The teacher should choose the method, technique, model, and strategy to make students pay more attention about the material in teaching and learning process especially in writing and understanding the grammar.

**2. Suggestions for Students**

- a. The students should try to memorise and understand all types of grammar in writing narrative text.
- b. The students should improve their understanding on English grammar.
- c. The students should increase their ability of writing by understanding the materials given by the teacher and also do more practice in writing regularly.

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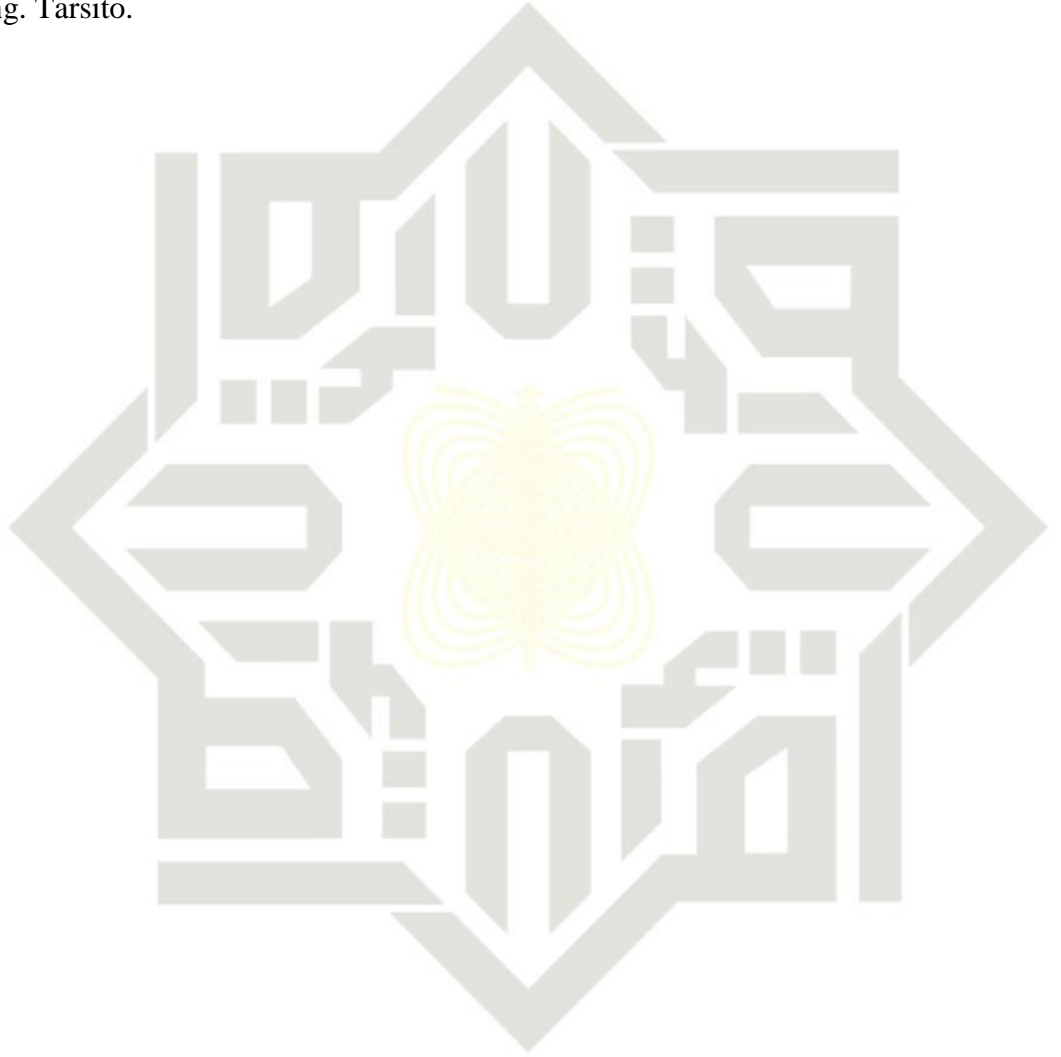
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