

# ERRORS ANALYSIS OF NON – ENGLISH STUDENTS IN WRITING NARRATIVE TEXT

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## Abstract

Understanding of grammatical is very important to the student especially for writing skill. The student should master both spoken and written text. This research is to increase their capacity in knowing error part of their writing text especially for student of Non – English Department at Islamic Educational Major at STAI IC Demak. The writer is curious to know the ability of my student's writing narrative text.. This study aims to analyze the common errors that students made in writing Narrative Text. This study was made in November of their first semester. In getting data, the writer used descriptive analysis and purposive sampling to determine the subject of sample. This study is undertaken at Islamic Education Major of Sekolah Tinggi Agama Islam (STAI) Islamic Centre Demak in the first semester of the academic years of 2023/2024. The participants of the study were three students of Islamic Education Major of STAI IC Demak. The findings indicate that Word Form (13,25%), Word Choice (6,20%), Verb Tense (32,55%), Add/ Omit Word (12,04%), Spelling (7,22), Punctuation (7,22%), Capitalization (13,25%), Article (6,63%), Singular-Plural (3,61%), Word Order (1,20%), Incomplete Sentence (2,40%), Meaning Not Clear (6,02%), Run-on Sentence (5,61%). So, this study states that the most students' error types are verb tense because of Intralingual Transfer and Overgeneralization.

**Keywords:** Grammatical Errors, Narrative Text, Writing Skills

## INTRODUCTION

In the process of teaching and learning English, writing is the most difficult and complicated language skill to be learned almost by the students in every level of education than the other three language skills; Speaking, Listening and Reading. The process of writing is more complicated and completely different from speaking which most of people are awa-

re of. There is a set of competencies they need to master to make a single piece of writing (Brown, 2001: 335). A composition is supposed to reach particular levels of prescribed English rhetorical style which also reflects accurate grammar in good organization in sentence and also text level as a whole. From the explanation above why, writing is such of difficult material, because it needs hard effort to find and manage

the ideas from the writer's mind so he can pour it into written form effectively so it will be readable.

Second, writing English becomes harder for most Indonesian learners since they find that English is different from their native language in its structure, phonology, lexical and obviously vocabularies. Writing skill is one of the language skills beneficial to human life, especially students. When writing, students required to think and express ideas in writing based on knowledge and experiences you have. The ability to write is a characteristic of educated person or nation (Tarigan, 2013: 4). Although there is a revolution made in a way of approaching writing from product oriented into process oriented proposed by the Communicative Methodology which is becoming the selected methodology for language education in Indonesia (Sugeng: 125), but many teachers do not put their students on positions to function as the performers of experiencing the process of writing in English in order to master the target language. This situation is, indeed, very disadvantageous for students. When students face the difference from both languages, they may produce many errors especially in their writing such as using tense. For example, "I sleep last night" when it should be written "I slept last night". They made mistakes because they did not understand well the grammar

Moreover, an error analysis has important role to figure out what kinds of errors that students do most in writing. Here, it can be seen that error analysis is advantageous for both learners and teachers. For learners, errors analysis is needed to show their mistakes in any aspects. By finding out role to figure out what kinds of errors that students do most in writing and what are the causes of their mistakes, hopefully they will not do the same mistake

repeatedly. For teachers, errors analysis has many benefits. It can measure the achievement of their teaching, because the error that the students make can indicate their understanding of the lesson. Moreover, error analysis help teachers to evaluate themselves to improve the way their teaching or the strategy to anticipate of students error repetition.

In learning process, it is very natural when students make mistakes or some errors in their study. It is generally known as inevitably part of the learning process itself. In fact, it has been considered that learners' errors are necessary for the researchers to observe and analyze in order to improve the study. As Corder (1981) noted: "A learner's error is significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."

Furthermore, H. Douglas Brown (2001) noticed that error analysis as "The fact that learners do make error, and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error. Therefore, errors are learnt to measure learner's learning process and are described into many definitions. Carl James, for instance, stated that error analysis is "The process of determining the incidence, nature, causes, and consequences of unsuccessful language. In line with the statement, there are some characteristics of the error that found in writing. We can find this error in many of student's skills. Here are some characteristics of error:

"Error is the process of points out to distinguish lapses (i.e. deviant sentences that are the result of processing limitation rather than lack of competence) and also points out that sentences can be overt-

ly idiosyncratic (i.e. they are ill formed in terms of target language rules) and covertly idiosyncratic (i.e. sentences that are superficially well formed but when their context of use is examined are clearly ungrammatical.”

Based on the explanation above, it shows that error can be called as lapse that student makes which is found in teaching learning process. It is something important and necessary to measure the students' achievement. It is also inevitably part of the teaching learning process itself. Therefore, many researchers observe and analyze definitions, kinds, purposes, and everything about errors for its significance.

There are two types of errors as S.Pit. Corder (1981) mentioned: 1) Analogical Errors: the errors which are natural result of learning process, and 2) Transfer Errors: the errors which are the nature of the learner's mother tongue.

However, Pit Corder (1981) also proposed a three-way classification of errors, based on the student's ability to correct the errors and to explain them. First is the postsystematic errors. These are the mistakes that the students are able to correct after those mistakes are shown to them. Next is the systematic errors. This is mistakes that the students can not immediately correct, yet they can explain when the problem is pointed out. The last is the presystematic errors, those are the most serious pedagogical problem than the other two above.

Furthermore, Betty Schramper Azar (2003) provided guidance for correcting writing errors in his book *Understanding and Using English Grammar*. There are 14 errors that follows in correcting writing. Those are Singular-Plural, Word Form, Word Choice, Verb Tense, Add A Word, Omit A Word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization, Article, Meaning Not Clear, Run-

On Sentence

Finding out the students' error enables the teacher to give the responses and help the teacher to use other strategies in teaching. This is called as the purposes of errors.

Furthermore, Penny Ur gave some main purposes of the errors in information that we may gain those are as a guide for the presentation and practice of new structures, as a guide for correction and as a guide for remedial work

Nowadays, Psychologist and linguists use error analysis excessively in their study of language acquisition. However, Corder (1981) has distinguished between two functions of error analysis concerning of the way of language process; they are *theoretical* and *applied goals*. Applied goal is concerning exclusively with correcting and erasing the learners' errors of their performance. It also related to the nature of language-learning strategies. While theoretical aspect of error analysis, as Corder (1981) said, “is as worthy of study in and of itself as is that of child language acquisition and can, in turn, provide insights into the process of language acquisition in general.”

Dealing with the advancement of technology, communication across languages becomes more essential. As a result, the ability to write a foreign language –in this case English language- is widely recognized as an important skill for technology, social, education and many other aspects of life. There are a lot of definitions of writing that have been given by experts. Henry Rogers, for instance, remarked that the term writing is used in various senses:

It can mean penmanship: *Mary's writing is much better now that she is*

*in Grade Two*. Writing can refer to the content of literary style: *Mary's writing is much better after her year in journalism school*. Finally, writing can refer to writing system:

*Arabic writing goes from right to left.*

According to Donald Hall, writing is divided into 4 types; Exposition, Argument and Persuasion, Description, and Narrative.

Narrative is about to tell story. It purposes to entertain and to amuse the reader. Therefore, Narrative text is about unreal story like myth, folktale, legend or fable. Donald Hall called it in the broader definition that "it is any development, whether in sentence, paragraph, or paper, and consists of chronological order." There are two things that must be noticed about narrative. First, it must have enough details so the reader knows well what is actually happening. On the other hand, it must not have so much detail so the reader will not be bored with it.

The organization text of this text is Orientation (Introduction), Complication (Problem), and Resolution (Solving Problem/ Closing). The language features of this text involve past tense and part of speech like conjunction, article, verb, pronoun and etc.

## **METHOD**

The writer used Descriptive Analytical Research as the method and used the procedures of error analysis itself. According to (Hurwitz et al., 2015) Descriptive analytic involves collecting, cleaning, and summarizing data from various sources. The data is then presented in a way that is easy to understand, using tools such as tables, charts and graph. The concept of descriptive analytical approach as one of the branches of the specialized descriptive method, which was one of the developments that researchers have added in the image of the original primitive of the concept of descriptive analytical approach, in which the analytical descriptive approach has an additional function more fle-

xible and useful besides the description of phenomena through observation and different methods. Firstly, the researcher gave the test to the students about Narrative writing. Secondly, the researcher collected the students' narrative writing test and analyzed the errors. Afterwards, the writer had to conclude the result of research. Thirdly, the researcher interpreted the data about kinds of error that student made mostly and predicted why he made those errors. The instrument of research was a writing test. The type of writing test was guided writing, which the topic was given to the students about Snow White. It consisted of three parts; orientation (introduction), series of events (problems), and reorientation (ending of the story). To measure the ability of students, the writer took writing in the blank paper that was given as the test. In addition, the teacher also gave the pictures in series of Snow White story on another paper. The writer gave a series of Snow White Story Pictures. Then the writer asked students to write the story based on the series of the such pictures. Then the writer collected the data and evaluated the errors. The researcher identified the students' errors that had been done by the students. The writer used descriptive analysis technique. Then, he calculated students' numbers of errors in to percentage.

## **RESULT AND DISCUSSION**

The writer found a lot of errors in student' narrative writing, and then he made the classifying of the students' error on grammatical aspect. It has been mentioned in the previous chapter, the writer only focused on grammatical errors according to Betty Schramper Azar in her book; *Understanding and Using English Grammar*, those are Singular-Plural, Word Form, Word Choice, Verb Tenses, Add A Word, Omit A Word, Word Order, Incomplete Sentence,

Spelling, Punctuation, Capitalization, Article, Meaning Not Clear, Run-On Sentence. After gathering the data, then the writer counted the errors by using the table and

Table 1. Students' Error in Writing Narrative Text

Students' Number	Types of error												
	Word Form	Word Choice	Verb Tenses	Omit / Add a word	Spelling	Punctuation	Capitalization	Article	Singular –Plural	Word Order	Incomplete sentence	Meaning Not Clear	Run-on Sentence
<b>Student 1</b>	4	2	4	5		3	7	4			1	2	1
<b>Student 2</b>	4	1	20	2	1	2	2	4	2		1	2	1
<b>Student 3</b>	3	2	4	3	5	1	2		1	1		1	1
<b>Total = 83</b>	11	5	28	10	6	6	11	8	3	1	2	5	3

### The Analysis of the Data

In this part, the writer analyzed the errors that are taken from the Data Description and calculate them according to the formula as written below:

No	Types of error	Result
1	Word form	$11/83 \times 100=13,25\%$
2	Word choice	$5/83 \times 100=6,02\%$
3	Verb Tense	$28/83 \times 100=32,55\%$
4	Omit / add a word	$10/83 \times 100=12,04\%$
5	Spelling	$6/83 \times 100=7,22\%$
6	Punctuation	$6/83 \times 100=7,22\%$
7	Capitalization	$11/83 \times 100=13,25\%$
8	Article	$8/83 \times 100=6,63\%$
9	Singular – plural	$3/83 \times 100=3,61\%$
10	Word order	$1/83 \times 100=1,20\%$
11	Incomplete sentence	$2/83 \times 100=2,40\%$
12	Meaning not clear	$5/83 \times 100=6,02\%$
13	Run on sentence	$3/83 \times 100=5,61\%$

As the calculation above, the writer describes the examples and the causes why the errors occurred.

### Word Form

In this side, students made mistakes in forming the right words in writing. They wrote the simple form of verb at first and the past form of verb after “to infinitive” several times in their writing. For example; they want to killed, while he intended to write they want to kill. This mistake is caused by student’s lack of English language pattern and overgeneralization in this case, students made 11 error or 13,25 %.

### Word choice

In some cases, student were also still confused in putting appropriate words of the context. He chose one word but indeed it is irrelevant with the word he meant. For example they wrote “village” while the students meant to write “cottage” or “hot”. This mistake is caused by student’s lack of vocabularies”. They made 5 errors or 6,02%



### Verb Tense

Student always used the simple form of verb or bare verb, while he supposed to use the past form of verb to narrate the story in Narrative Text. They did with 28 errors or 32,55%. They did such errors because they were still interfered by their Bahasa Indonesia, their mother tongue. This interference was caused because Verbal conjugations do not exist in Bahasa Indonesia as they do in English language pattern. Students always used the simple form of verb or bare verb, while they supposed to use the past form of verb to narrate the story in Narrative Text.

### Add / Omit a word

Student also often made mistakes in add/ omit words. This happened because the pattern of Both Bahasa Indonesia – which is their mother tongue- and English Language is totally different. For example, student wrote “she brought knife ” while he supposed to write “ she brought a knife” in this case, students made 6 errors or 7,22 %.

### Punctuation

Other mistakes that student did were about Punctuation. Students seemed did not very care of Punctuation Marks such as comma, full stop, apostrophes, etc. But actually Punctuation Marks are the important rules in making a composition.

### Capitalization

In line with the Punctuation, in Capitalization, student also seemed did not really care or forgot to put capital letter after full stop and to mention names such as Snow White

### Article

In category Article, student sometimes forgot to put „a, „an, and „the. In rare

case, they wrote „a, where it supposed to be „the or the opposite. This probably happened because the students forgot of the usage of the article and because of their lack of English grammar knowledge

### Singular-plural

In this case, the students sometimes made errors to distinguish plural and singular. Most of them sometimes put plural whereas they should put in singular. they put singular than plural in this written. For instance, they write “*she buy a pen*”, *he read book every morning*. The students always use simple present tense. They made error of this case is 3.61%.

### Word order

They students here made some mistakes of word order. Most of them are indirect object and prepositional phrases. Inside of the sentence *he give the prize to his friend*. The students must change into *he gives the prize to his friend*. In this case, the students made 1,20% errors. Meaning that they can focus on the text.

### Incomplete sentence

The students forgot to write the sentence completely. This is because of their lack of knowledge in understanding writing text. For example, in sentence “*you not really good*”. It similar with the sentence of *she do not understand what you mean*. Dealing with this, the students made 2.40% incomplete sentence of writing errors.

### Meaning not clear

From the error that the researcher found from the text, the student sometimes made decision in wrong understanding. They did not pay attention in recognizing the meaning of every word such as *suddenly I not you bring here a prize*. So, this is very unpredictable sentence that there is

no meaning of the sentence. The meaning not clear here is 6,02%. It shows that the students still making an error of their writing narrative text.

### Run-on sentence

Based on the text made by the students, run on sentence has been found 5,61%. The error that made by the students are not totally full of luck knowledge. It remains that the students still in line with the theory of error analysis. The word *Hi, today is rain bring your umbrella*. So this is wrong sentence and should be *Hi, today is rain, you bring your umbrella*.

### CONCLUSION

Based on the explanation above, the writer concluded that the types of error that were made by the students of non - English students in the first semester of STAIC IC Demak. Their English writing are Word Form (11), Word Choice (5), Verb Tense (28), Add/ Omit Word (10), Spelling (6), Punctuation (11), Capitalization (11), Article (8), Singular and Plural (3), Word order (1), Incomplete sentence (2), Meaning not clear (5), and Run-on sentence (3). These errors are caused by their lack of knowledge, In Verb Tense case, for instance, they always used Simple Present instead of Simple Past in writing Narrative Text. In the capitalization case, they rarely used upper case on the name of people, For Word Choice case, they had difficulty in choosing the appropriate words. All the errors that they made occur when they tried to narrate the story in English based on the comprehension and vocabularies they had in their mind.

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