

GRAMMATICAL ERRORS IN WRITTEN NARRATIVE PARAGRAPH OF THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITY OF PGRI SEMARANG IN ACADEMIC YEAR 2019/2020

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Abstract:

This study aimed to 1) find out the grammatical errors in written narrative paragraph, 2) know the dominant grammatical errors found in written narrative paragraph, 3) describe the causes of the errors found in written narrative paragraph, 4) know the contributions of this study. In this research used qualitative research, purposive sampling technique in collecting and analyzing the data, and also used the descriptive analysis technique (percentage). For collecting data, the writer used 48 written narrative paragraphs. The result of the second semester student writing were analyzed based on surface strategy taxonomy, classify the error and percentage. Based on the result of the research, it was found that the total of students error were 407 items from 48 texts of narrative paragraph. There were 322 items (79.11%) errors of misformation, 40 items (9.82%) errors of omission, 35 items (8.59%) errors of addition, 10 items (2.45%) errors of misordering. There were also found 2 types that caused of the students' errors. They were interlingual transfer and intralingual transfer. This result of the analysis hopefully gave some contribution in attempting to decrease errors done by the students and help them to improve writing skill and increase the knowledge of English especially in grammar.

Keywords: Grammatical Errors, Written, Narrative Paragraph

1. Introduction

Writing desires well information and tough thinking when the students produce words, sentences, paragraph at the equal time with mastered English grammatical. Limengka and Kunjtara (2013:230) states writing competence, indeed includes a good ability concerning grammar, arrangement, punctuation. Furthermore, the students must apply the five general components of the writing process that is content, form, grammar, vocabulary, and mechanic. Therefore, it still makes the students confuse and difficult to write a sentence based on the right grammar and tenses. Writing and grammar cannot be separated each other, because grammatical rules are one of aspects that the students should consider before they write something. Grammar mastery could be very crucial in writing skill, it can help the students to produce desirable sentences. Many students have quite a few thoughts, but they get difficulties to express their thoughts in English writing. They discover tough to make English writing which are grammatically correct. Actually writing without a good grammar, meanings and ideas might not deliver immediately and misunderstanding might exist to the reader. Although, grammar is not only about the form, but also that means of it.

In fact, almost several students are still confused or do not know how they start to write. It is because the students are not familiar with the technique to write well. Thus, they get difficulty to produce some writings. Before that, they have to know, which kind of text they want to write. In this study, the writer focuses on narrative paragraph and conducts research about it. To know about narrative paragraph, the students have to learn about the purpose and social function of it. Fiderer (2002:16) stated that narrative paragraph tells a story. It gives the details of an experience or event in the order in which it happened. It also tells, that happened in first, second, third until the end. This paragraph, is like any other, organizes itself around three parts.

A paragraph is a group of sentences which contain relevant information about one main or central idea. A paragraph usually consists of several sentences but it can also sometimes be just one or two sentences. All paragraphs have a topic sentence and supporting sentences and some paragraphs also have a concluding sentence. The topic sentence states the main idea of the paragraph. It not only names of the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea.

Based on the reasons above, the writer is interested in conducting a research entitled “Grammatical Errors in Written Narrative Paragraph of The Second Semester Students of English Education Study Program of University of PGRI Semarang in Academic Year 2019/2020”. The writer found some reasons why it is important to analyze the students’ writing errors. The writer think that error analysis can give important role to know what kinds of grammatical errors that the students mostly do in writing narrative paragraph and the causes of the grammatical that they make. So, the teacher knows about their problem in writing narrative paragraph and tries to overcome their problem by giving the extensive materials about the grammatical errors in writing narrative paragraph. The students also can understand of what they were learning and they can write better by showing their previous errors.

This study has purposes to answer the following research questions:

1. What are the grammatical errors in written narrative paragraph made by the second semester students of English Education Study Program of University of PGRI Semarang?
2. What are the dominant grammatical errors found in written narrative paragraph made by the second semester students of English Education Study Program of University of PGRI Semarang?
3. What are the causes of the errors found in written narrative paragraph made by the second semester students English Education Study Program of University of PGRI Semarang in writing narrative paragraph?
4. What are the contributions of this study?

In line with the research questions above, the writer’s final project has purpose as listed below:

1. To find out the grammatical errors in written narrative paragraphmade by the second semester students of English Education Study Program of University of PGRI Semarang.
2. To know the dominant grammatical errors found in written narrative paragraphmade by the second semester students of English Education Study Program of University of PGRI Semarang.
3. To describe the causes of the errors found in written narrative paragraphmade by the second semester students of English Education Study Program of University of PGRI Semarang.
4. To know the contributions of this study.

2. Literature Review

2.1 Definition of Error

Error is a common thing that happens in the process of teaching and learning a language. Brown (1994, p. 170) stated that, “Error are part of students” interlingua that is the version of the language which a learner has at any stage of development, and which is constantly reshaped as it aims to gain full mastery. Moreover, the description of learner’s error is caused by the process of reconstruction from the first language into the target language (Ellis, 2008, p. 50). In addition, Mourtaga states that errors happen because the learners have not had enough knowledge within target language so that they cannot be self-corrected (as cited in Abushihab, 2014, p. 214).

2.2 Types of Error

The writer discusses types of error which are taken from Dulay, Burt, and Krashen’s (1982), as cited from James (2013:104) state that the most useful and commonly used in narrative classification of errors are linguistics category taxonomy and surface strategy taxonomy.

a. Linguistics category taxonomy

Linguistic category taxonomy classifies errors according to either the language component or the particular linguistic constituent that is affected by an error. Language components may include phonology (e.g. pronunciation), syntax, morphology (grammar), semantics, lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component, such as the noun phrase, auxiliary, verb phrase, preposition, adverb and adjective.

b. Surface Strategy Taxonomy

According to Dulay, Burt, and Krashen (1982:150), as cited from James (2013:106) surface taxonomy highlights the ways surface structure is altered: learners may omit necessary items or add unnecessary ones; they may misform items or disorder them. Surface strategy taxonomy divided into four major types of errors, they are includes errors of omission, addition, misformation, and misordering which classification have been identified as follows:

1) **Omission**

Omission is identified by the absence of an item or a morpheme that must appear in a well-formed utterance (Dulay et al., 1982). Omission has two types of morphemes. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. In addition, grammatical morphemes are little words that play a minor role in delivering the meaning of a sentence. Additionally, this error occurs when the students do not add the items in writing a sentence.

2) **Addition**

Addition is a type of errors which are characterized by the presence of an item which must not appear in well-formed utterance. There are three types of addition errors. They are double marking, regularization, and simple addition.

3) **Misformation**

Misformation error comes from the use of the wrong item of the morpheme or structure (Ellis, 2008). Misformation error is divided into regular past, auxiliary, preposition, and possessive pronoun (Dulay, et al., 1982, p. 169-170).

4) **Misordering**

Misordering errors are describe by the incorrect placement of a morpheme or group of morphemes in an utterance (Ellis, 2008, p. 52). Moreover, it happens due to the difference between the word sequence in English and Indonesian (Saad&Sawalmeh, 2014).

2.3 **Factors of Error**

a. **Language Transfer**

Language transfer is the main factor of error for the learners who learn English as a foreign language. Language transfer happens when the students contrast the linguistic system between a mother tongue and a target language. Thus, when they try to write sentences in English they will transfer the sentence pattern based on their first language (Rustipa, 2011). The language transfer happens when the students translate the word based on their first language into the target language (Horning, 1987).

b. Intralingual Interference

James (1998) as cited in Affifuddin (2016), intralingual transfer occurs due to the inadequacy of students' competence in English. The student just apply what they know in English. Intralingual interference refers to item produced by the students, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language (Richard 1984).

2.4 Writing

Writing is the most complicated study in language as students find difficulty in the process of both writing and reading since, in that process, both cognitive and language skills are required to get the idea, whereas students' writing skills must be supported by the teacher in order for them to improve. Writing is one of important skills to master by learners. Analyzing student's writing project at the university has been conclude by Susanto (2019) the use and functions of english discourse markers (edms) in efl students writing at university in Indonesia; Susanto (2012) grammatical errors in writing a final paper written by the eighth semester students of English department of state institute of islamic studies walisongo semarang.

2.5 Narrative Paragraph

Narrative paragraph tells a story or an event. There's a sequence of action or there's a clear beginning, middle and end to the paragraph. A good narrative paragraph normally requires three necessary components, there are background information (a topic sentence, what story/event is about, who it is, when it happens, where it happens, where is the source of the narration), the story/event (the beginning of the story, the middle of the story, the end of the story), the conclusion. In narrative paragraph must consists some components, there are a central idea, characters, a plot (conflict, complication, climax, and resolution of the story, adequate description, setting).

2.6 Paragraph

A paragraph is a group of sentences which contain relevant information about one main or central idea. A paragraph usually consists of several sentences but it can also sometimes be just one or two sentences. According to Writing Academic English (2006:2), a paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as one sentence or as long as ten sentences.

3. Research Methodology

3.1 Research Design

This study used qualitative research. Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. In this research, the writer used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

3.2 Object of the Study

In B class, there were 53 students who collected assignment of making narrative paragraph for their lecturing, but in fact there were 4 students who did not collect their assignment. There was also a data document that cannot be opened because it was unlicensed document. So, the total number of data that the writer analyzed was 48 data from 48 students in a class. For object of this study was the content of selected narrative paragraph which is written by all students in B class of second semester of English Education Study Program of University of PGRI Semarang in academic year 2019/ 2020.

3.3 Roles of the Writer

The writer's role in this study as the person who analyzed the students' writing product and who would investigate the grammatical errors in written narrative paragraph, the most dominant grammatical errors in written narrative paragraph, and describe the causes of the errors found in written narrative paragraph.

3.4 Instrument of the Research

To collect the data, the writer collected the data from students' worksheet about narrative paragraph. This data was the assignment of students that was given by the teacher before the Covid virus 19. The data had been collected to the teacher. After all the data had been collected, the writer analyzed them using qualitative research.

3.5 Method of Data Collection

The technique collecting data that was used in this research was collecting method. The writer collected the data from the texts that were written by the second semester students of English Education Study Program of University of

PGRI Semarang in academic year 2019/2020. The text has been collected to the teacher as an assignment. Then the writer analyzed the texts written by the students based on surface strategy taxonomy.

3.6 Method of Data Analysis

The writer used descriptive analysis. Descriptive analysis was used to describe and to interpret the result of qualitative data, to answer the research questions about types of error and the dominant of error that are made by the students in writing narrative paragraph. Furthermore, the writer used tables to make it easier to describe and analyze the errors in students writing of narrative paragraph. The categories here taken from Dulay, Burt, and Karshen (1982) as cited from James (2013) such as omission, addition, misinformation, and misordering.

The writer also used the descriptive analysis technique (percentage) based on Sudijono (2019:43) to get the qualitative result which is the formula as follows:

$$P = \frac{f}{N} \times 100\%$$

P: percentage

F: frequency of error occurred

N: number of cases (total frequent)

4. Findings

4.1. The grammatical errors in written narrative paragraph

a. Omission Errors

Based on the data, the writer found 40 (9.82%) omission errors which were made by the students. The analysis could be seen from the following examples:

Table 4.1: Example of Omission Errors

| No | Student's Number | Student's Sentences | Correct Sentences |
|----|------------------|---|--|
| 1. | 6 | Second, is quiet | Second, it was quiet |
| 2. | 16 | Travel around 14 hours and finally we arrived in bali | The travel around 14 hours and finally we arrived in Bali |

In this case student's number 6 and 8 did error of pronoun. It happened because the students are still confused between subject, object, and possessive pronoun. Then, student's number 16 omitted an article (the/an/a) that should appear in the sentence. Article a/an can be used for general statement and they can be used for specific noun and adjective.

b. Addition Errors

Based on the data, the writer founds 35 (8.59%) addition errors which were made by the students. The analysis could be seen from the following examples:

Table 4.2: Example of Addition Errors

| No | Student's Number | Student's Sentences | Correct Sentences |
|----|------------------|---|--|
| 1. | 1 | Their meeting <u>was</u> when they took the college entrance exam | Their meeting when they took the college entrance exam |
| 2. | 22 | As if the togetherness that <u>had</u> happened had no meaning at all | As if the togetherness that happened had no meaning at all |

The first error is addition on simple addition, in this case, student's number 1 did error of addition of simple addition. This error happened because the students added auxiliaries and which one of them is wrong auxiliaries. Then, student's number 22 did error of addition of double marking. The error happened because the students added 2 auxiliary verb before and after *happened*. The existence of tenses in English that are not had by Indonesian. It is one reason for errors writing in students' writing. The existence of tenses changes the verb that functions as a predicate following time of an event.

c. Misformation Errors

Based on the data, the writer founds 322 (79.11%) misformation errors which were made by the students. The analysis could be seen from the following examples:

Table 4.3: Example of Misformation Errors

| No | Student's Number | Student's Sentences | Correct Sentences |
|----|------------------|--|--|
| 1. | 30 | "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs", she said | "Why, I knew at least a hundred tricks to get away from our mutual enemies, the dogs", she said |
| 2. | 4 | Along ago, on the north coast of Sumatra lived a poor woman and his son | Along ago, on the north coast of Sumatra lived a poor woman and her son |

The first error is misformation of verb that is occurred because the students are lack understanding in grammatical rules. Errors in the use of subjects and verbs occur related to the difference between Indonesia and English sentence structure. In this case, the student's number 30 did errors because she is use verb I in the sentence which is in narrative paragraph the students should use verb II. Then, the second errors are misformation of possessive. The errors are happened because the students are lack of knowledge about the form of possessive adjective. Possessive adjective refer to words which modify a noun by showing a form of possession or a sense of belonging to a particular person or thing.

d. Misordering Errors

Based on the data, the writer found 10 (2.45%) omission errors which were made by the students. The analysis could be seen from the following examples:

Table 4.4: Example of Missordering Errors

| No | Student's Number | Student's Sentences | Correct Sentences |
|----|------------------|--|---|
| 1. | 1 | She first saw Rani and was immediately | Rian saw Rani first and was immediately |
| 2. | 2 | At that time, I was in grade 5 in elementary school | At that time, I was fifth grade in elementary school |

The table above showed that students were wrong in arranging some elements or words. It happened because the students do not understand the word class in English so they put some elements or words in the

wrong place. Sometimes some sentences are grammatically correct but not acceptable. One of that causes of acceptability errors are the lack of understanding on these types of errors.

4.2 The dominant grammatical errors found in written narrative paragraph

Percentage of students' errors:

- a. Omission

$$P = \frac{40}{407} \times 100\% = 9.82\%$$

- b. Addition

$$P = \frac{35}{407} \times 100\% = 8.59\%$$

- c. Misformation

$$P = \frac{322}{407} \times 100\% = 79.11\%$$

- d. Misordering

$$P = \frac{10}{407} \times 100\% = 2.45\%$$

This is the formulated of the sequence of types errors from high to lowest frequency of errors.

Table 4.6
The sequence of types errors

| No | Types of errors | Frequency of errors | Percentage |
|----|-----------------|---------------------|------------|
| 1. | Misformation | 322 | 79.11% |
| 2. | Omission | 40 | 9.82% |
| 3. | Addition | 35 | 8.59% |
| 4. | Misordering | 10 | 2.45% |

4.3 The causes of the errors found in written narrative paragraph

After analyzing the data, the writer finds some 2 sources of errors. They are; interlingual transfer and intralingual transfer.

a. Interlingual Transfer

This causes to change in the structure of the second that is used by the students. For instance of this case is:

- 1) The sentence from student's number 2 *At that time, I was in grade 5 in elementary school.* The meaning is *Saat itu, saya duduk di bangku kelas 5 sekolah dasar.* The correct sentence is *At that time, I was fifth grade in elementary school.*

b. Intralingual Transfer

In this case, it includes applying language rules imperfectly and failure to learn the conditions of applying language rules. For instance of this case is:

- 1) The sentence from student's number 2 *Although that incident was very embarrassing, but very memorable, and it was an unforgettable experience for me.* The meaning is *Walaupun kejadian itu sangat memalukan, tapi itu sangat berkesan, dan pengalaman yang tak terlupakan bagi saya.* The correct sentence is *Although that incident was very embarrassing, but it was very memorable, and unforgettable experience for me.*

4.4 The contributions of this study

First, those errors should be analyzed because they give a contribution in understanding the process of language learning. Second, this result of the analysis hopefully gives some contribution in attempting to decrease errors done by the students and help them to improve writing skill. Third, this research is expected to be a contribution in teaching learning process for error analysis in the future in order to enable the students increase the knowledge of English especially in grammar. Fourth, this research in error analysis continues to contribute in growing knowledge of how people learn language and how it can be applied in teaching foreign language effectively. And the last, this study can be a reference to the other researcher.

5. Conclusion

From the data finding above, the writer found 407 errors from 48 texts of narrative paragraph by the second semester of English Education Study Program of University of PGRI Semarang based on surface strategy taxonomy such as omission, addition, misformation, and misordering. The most common types errors are misformation with the total of errors 322 or 79.11%. The second errors are omission with the total of errors 40 or 9.82%. The third errors are addition with the total of errors 35 or 8.59%. The last errors are misordering with the total of errors 10 or 2.45%. The writer found 2 types that caused of the students' errors. They are interlingual transfer and intralingual transfer. Interlingual transfer is caused by the influence of the mother tongue or first language to the second language. Whereas, intralingual transfer is occurred because due to abuse of rules from the target language.

This result of the analysis hopefully gave some contribution in attempting to decrease errors done by the students and help them to improve writing skill and increase the knowledge of English especially in grammar.

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