Error Analysis on Students’ Writing of Narrative Text Made by Fourth Semester Students at English Education Study Program of Batanghari University Year 2017/2018

Reki Anggara; Wennyta; Khidayatul Munawwaroh

Abstract

This research aims to find out the kind of students errors in writing narrative text in the fourth semester students at English Education Program of Batanghari University year 2017/2018. This research using purposive sampling to get the sample from two class and then got the 4th semester A class with the total 25 students. In collecting the data, the instrument of this research is writing test by using narrative text with theme experience during holidays. The findings of this research showed that, the error analysis writing narrative text in language features and generic structure. In language features, the most of errors were past tense with 4.35% percentage of error from 25 students. In generic structure, the most of errors was spelling with 6.74% percentage of errors from 25 students and orientation no errors from 25 students. The researcher concluded that the error analysis on students’ writing narrative text made by fourth semester students A class at english education program of Batanghari University year 2018 is good because from 25 student only two dominant errors in narrative text are past tense and spelling.

Keywords: Error Analysis, Writing, and Narrative Text

Introduction

English is a language that is used by almost everyone in the world. In Indonesia, English is the first foreign language and its as a compulsory subject that is learned in schools. Nowadays, not only as a foreign language but also taught from secondary up to university level. English is very important for our life. Because it isn’t foreign language anymore but it has become the second language in Indonesia. The government directly and indirectly has introduced the importance of English.

As second foreign language, English takes an important place and has used largely in many sectors of life, such as education, culture, economic, etc. In the field of education, English plays as the subject, which is taught and learned by many people. In the course of learning English as second foreign language, students commonly make mistakes are producing utterances in speech and writing. These mistakes are judged by the rules of the foreign language.

Learning English as a foreign language is different thing to do for the most of Indonesian students, because it cannot be learnt naturally as their mother tongue. In other words, learning foreign language means learning the dictionary, grammar and the sound of system in that language. The foreign language learners will face a new language structure which is different from the language system they have mastered.

As one of the English skill, writing becomes the important aspect to be taught in the classroom. Writing is a method of representing language in visual or tactile. Unfortunately, in the process of learning writing, the students always find difficulties because writing are really complicated. There are many kinds of topic that must be discussed in writing. On of them is writing narrative text.
About narrative text, Knapp and Watkins (2005:45) adds that formally, narrative sequences people/characters in time and space. In its most basic form, in text types such as recounting and retelling, the genre does little more than simply sequence. A key characteristic for all text types in the genre, however, is the requirement to orient or introduce the reader/listener to the people, time and place in the story. The structure of narrative is generally more complex than the orientation and sequencing typical of recounting.

In writing narrative text students can express they personal experience include thought and feelings, students can present detail in an easy to follow sequence, use complete sentences and almost free of error. (Pardiyono, 2007:55) “Writing Narrative is kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader”. Narrative usually tell story about fable, fairy tale, legend of folktale. The social function of narrative text is to amuse, entertain and to deal with actual or various experience in different ways.

Even college students still feel difficult in writing narrative text. after the researcher made observation on the students of English education at Batanghari University, there are still many students make mistakes in writing narrative text. The students who learn English may produce many error in their writing such as tense. Even though they have studied English for many years and have mastered the grammar, they still make many errors when they write, it means grammatical knowledge is needed for writing.

Based on the reason above, the writer is interested in analyzing the error in writing this Thesis Titled “Error Analysis on Students’ Writing of Narrative Text Made by Fourth Semester Students at English Education Program of Batanghari University Year 2017/2018”. The researcher would like to focus in analyzing the error in writing narrative text focus on language features and generic structure made by fourth semester students at english education program of Batanghari University. This research would like to identify the kind of students errors in writing narrative text focus on language features and generic structure in the students at English Education Program of Batanghari University year 2017/2018 ?

**Narrative Text**

According to Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. Pratyasto (2011: 39) states that a narrative text is a kind of texts which tells a series actions from time to time that is outlined through early action, crisis actions and then resolution. This text is to entertain the readers and even sometimes the takemakes the readers are experiencing themselves the action told in the story.

Meanwhile, Knapp and Watkins (2005 : 44) adds that formally, narrative sequences people/characters in time and space. In its most basic form, in text types such as recounting and retelling, the genre does little more than simply sequence. A key characteristic for all text types in the genre, however, is the requirement to orient or introduce the reader/listener to the people, time and place in the story. The structure of narrative is generally more complex than the orientation and sequencing typical of recounting.
Based on some opinion above researcher concludes that Narrative is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative text involves writing about an event or a series of events, real or fictitious, the logical arrangement of idea and sentences in narrative text is chronological according to time order. Fictional prose, such as novels and short stories is the example form of narrative text. Social functions of the narrative text are to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis and then turns into resolution or solution to the problem.

The Language Feature of Narrative Text


a. Past tense

One of the most frequently used tense to tell about past activities or events is past tense. It is marked with the use of past tense verbs in predicate.

Example:
– We left for Yogyakarta at about 7:00.
– They watched the movie last week.

b. Adjective

The language feature of narrative text is by using adjective with the purpose is for showing the personal attitude, for example: frightened, quite, calm, worried, confused, anxious, happy, beautiful, etc.

c. Adverb

Adverb plays important in its role of contributing for better clarity of the message conveyed in the sentence. It can express the information about time, place, reason, purpose, status, and frequency. Lot of adverbs is marked with the use of prepositions: in, at, after, as, to, as, etc. Adverb can be in the form of word or phrase.

Example:
- My teacher always speak English
- Please stand over there

d. Conjunction

A sentence is a group of words that contains a subject and verb to express a complete thought, which begins with capital letter and ended with period. A sentence can be formed from one or two clauses that joined with conjunctions or relative connectors.

Example:
- He couldn’t go because he was ill.
- She is not American but British.

The Generic Structure of Narrative Text

Pratyasto (2011: 39) adds the generic structure of narrative text include orientation, complication and resolution.

a. Orientation: As the first stage, orientations which introduce the major characters, the topic of story and established setting – time and place that the story happens.

b. Complication: As the second stage, complication which is the series action unfold. This stage contains the event falls on the major characters and explains a conflict among the characters. The conflict can be shown naturally, socially, or
psychologically. He adds that complication is the main element in the narrative text.

c. Resolution: In this stage, the conflict crisis or crisis is resolved, and all things return to normal. The thing is related whether the characters are success or not, but the main point is that the appeared-conflict has become extinct.

Furthermore, there some mechanics aspects when we want to write narrative text, there are: spelling, punctuation and capitalization.

a. Spelling

Harmer (2004:12) says that spelling is one factor of writing. A good spelling makes meaningful writing. It will influence the meaning of the sentence; misspelling will change the meaning of the words.

b. Punctuation

According to Memering and O’Hare (1980: 401-421) state that one of the best tools a writer has is punctuation. They add that with a view small signal, the writer can tell the reader how to interpret the ideas on the page and how to understand the relationships among them. There are dozen significant marks in the punctuation system, they are:

a. Period (.): Open the window, please.

b. Question mark (?): Is he a student?

c. Exclamation mark (!): Be careful!

d. Comma (,): Mary, by the way, received your mail last night.

e. Semicolon (;): The pianist was very ill, therefore, the concert was cancelled.

f. Colon (:): The following words are conjunction: and, but, or, ...

g. Quotation mark (“…”): “I am going for a walk,” she said.

h. Apostrophe (‘): Can’t you run faster?

i. Parentheses ((…)): If it rain (and we hope it doesn’t), the picnic will be cancelled.

j. Dash (---): There are four skills in English—listening, speaking, reading, and writing.

k. Triple dots (…): The most important part of speech is the verb ...

l. Hyphen (-): Forty-three plus twenty-nine equals seventy two.

c. Capitalization

Memering and O’Hare (1980: 438) says that the basis rule, to which there are very few exceptions, it to capitalize “first” words and words that are considered proper names or titles. They have three main purposes; to let the reader know a sentence is beginning, to show important words in a title, and to signal proper names and official titles.

Example: I go to school every day.

My father and Mr. Robin arrived in Jakarta at 19.00 o’clock

Research Methodology

In this research the researcher uses descriptive method. According to Sugiyono (2008: 28) Descriptive method is kind that collected like words, pictures. The data come from interview, document, note and so on. This aim is to describe systematically a situation or area of interest factually and accurately. In the relation to definition above, the researcher attempts to describe the errors analysis in writing narrative text from documentation and analysis the possible of the errors. The
setting of the research is at Batanghari University in the student English Education Program year 2017/2018.

In this research, the researcher uses purposive sampling. According Crossman (2017) purposive sampling is a non probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgemental, selective, or subjective sampling. This type of sampling can be very useful in situation when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. The 4th semester of students english education program have two classes, A class with 25 students and B class with 7 students. Researcher choose A class as a proportional sample because B class less number of student than A class. To collect the data of this research, the researcher used test method. According to Arikunto (2006:53) the test is a tool or produce use to determine or measure something in the atmosphere, the way and the rules has been determined. The researcher will give the test one times, the student will make a narrative text with the theme of “experience during holidays”.

Findings and Discussion

The researcher found the result percentages of two types of the errors made by the fourth semester students at english education program Batanghari University. The result total percentage of errors in students’ writing narrative text are:

| Table 1. Total Percentages types of errors in language features made by the students in writing narrative text |
|---|---|---|
| No | Types of Errors | Frequency of Score | Percentage |
| 1 | Past Tense | 84 | 4,35 % |
| 2 | Adjective | 87 | 4,20 % |
| 3 | Adverb | 98 | 3,73 % |
| 4 | Conjunction | 97 | 3,77 % |

Source: result of research

Based on the explanation above, the researcher found that first, the biggest total percentage of the errors in language feature made by the students writing narrative text was past tense. Second, the middle total percentage of the errors made by the students was adjective. Third, the smallest total percentage made by the students was adverb.

| Table 2. Total Percentages types of errors in Generic structure features made by the students in writing narrative text |
|---|---|---|
| No | Types of Errors | Frequency of Score | Percentage |
| 1 | Orientation | 100 | 0 % |
| 2 | Complication | 97 | 5,70 % |
| 3 | Resolution | 95 | 5,82 % |
| 4 | Spelling | 82 | 6,74 % |
| 5 | Punctuation | 88 | 6,30 % |
| 6 | Capitalization | 91 | 6,07 % |

Source: result of research

Based on the explanation above, the researcher found that first, the biggest total percentage of the errors in generic structure made by the students writing narrative text was spelling. Second, the middle total percentage of the errors made by the students was punctuation. Third, the smallest total percentage made by the students was orientation.

Kinds of Error in Language Features

a. Kinds of error in Past tense

Example in Student 7:

Error Analysis on Students’ Writing of Narrative Text Made by Fourth Semester Students at English Education Study Program of Batanghari University Year 2017/2018
Last year, I got a fantastic holiday. I visited some great places.

I went to an airport and was going to fly to Dubai. I was spending there three days. I like to around the town and see some great places.

Then, I went to Burj Khalifa. Burj Khalifa is a famous tower in Dubai. It had become world-famous as the tallest building in United Arab Emirates. I did not want to leave but I had too. After that, I went to the Dubai mall, I know as the home of the Dubai shopping festival is one of the world’s largest shopping malls in United Arab Emirates.

The last, I went to the Dubai fountain. Dubai fountain is an attraction fountain that is one famous place in Dubai. Also known as a dancing fountain. The place made me feel at home but I have to go home. Next time I would return to them.

Based on example above, it can be conclude that the sentence “see” in paragraph one it should be “saw”. The sentence “know” in paragraph two it should be “known”. The sentence “feel” in paragraph three it should be “felt”.

b. Kinds of error in Adjective

Example in student 22:

The last college holiday, I spend the time with my family on vacation to relative’s house in Madiun, approximately 6 hour by bus from our home in Jambi.

On the way there, we saw many beautiful views such as rice field, mountain, etc. Having arrived at the uncle house, we were greeted by our relatives who had not met us for a long time. The next day. We walked around the town of Madiun until the sky got dark.

On the next day, I forgot that it was the new year’s eve suddenly one of my cousin come and asked me to celebrate the new year’s eve together. At night we went together with him to the center of Madiun. Wow so really view of beautiful in here. We played together and watched the fireworks in the sky the night.

Based on example above, it can be conclude that the sentence “the got sky dark “ it should be “the sky got dark”. The sentence “view of beautiful”, it should be “beautiful view”.

c. Kinds of error in Adverb

Example in student 6:

Last mont I went to jogjakarta. I visited various places. One of them to the Malioboro area. There I also met my friend who happened to be studying in Jogja. He took me around the place in Malioboro.

He also invited me to go to Magelang. To take a walk to Borobudur temple and to Prambanan temple. There is the most beautiful place to pamper the eye. Incidentally on Borobudur newly opened ship museum. There is a history of ships. The most unique is the history of dames that docked around the world.

After going to Magelang I went back to Malioboro to buy some food and clothes. Don’t forget I bought a souvenir to be brought back again to Jambi.

Based on example above, it can be conclude that the sentence “Incidentally on Borobudur” it should be “Incidentally in Borobudur”.

d. Kinds of error in Conjunction

- Example in student 12:

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of
In the text, the researcher found errors in paragraph one. “last mont I went to Jogjakarta. “ it should be last month I went to Jogjakarta.

d. Kinds of error in punctuation

Example in student 9:

Last mont I went to Sumatera Barat with my family. We went to use the minibuses. On our journey through various adventures, such as deflated tires, leaking tires and running out of oil. But that is all we passed together so it does not feel tired and finally got there.

When we got there, we headed straight to the lake Singkarak which is located in Solok area. In lake Singkarak we sit back while enjoying the beach breeze. After that, we continued the trip to Istano Basa pagaruyung. In here we can see historical relics of society Sumatra Barat, and then we went to Air manis beach. Wow ...... so really beautiful view in here.

After finished around padang city we finally go back to Jambi City. END...

Based on example above, researcher found one mistakes. it can be conclude that the sentence must should be “comma (,)”. The right sentence is “After finished around padang city, we finally go back to Jambi City”.

e. Kinds of error in capitalization

Example student 3:

My family and I went to my grandmother’s house in yogyakarta last month. It was my first trip to this city. We went there two days after my sister’s graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother’s house which is 5 minutes away by foot to Malioboro street.
Based on example above, researcher found one mistake. It can be conclude that the word “yogyakarta” it should be Yogyakarta.

Conclusions

Based on the result of the analysis, it can be concluded that:

1. The result of this research have provided information about what kind of error analysis writing narrative text made by the fourth semester students at English education program of Batanghari university year 2017/2018.
2. There are some common errors made by the students in writing narrative text such as language feature and generic structure. In language feature some errors there are past tense, adjective, adverb and conjunction. In generic structure some errors there are complication, resolution, punctuation and capitalization.
3. In some of these errors are grouped into the types of errors, such as language feature and generic structure. The most common errors in language feature writing narrative text is past tense. It can show the total score of errors from 25 students are 84 scores, and the percentage is about 4.35%. The most common score of errors in generic structure writing narrative text is spelling. It can show the total errors from 25 students are 82 errors and the percentage is about 6.74%.

References


