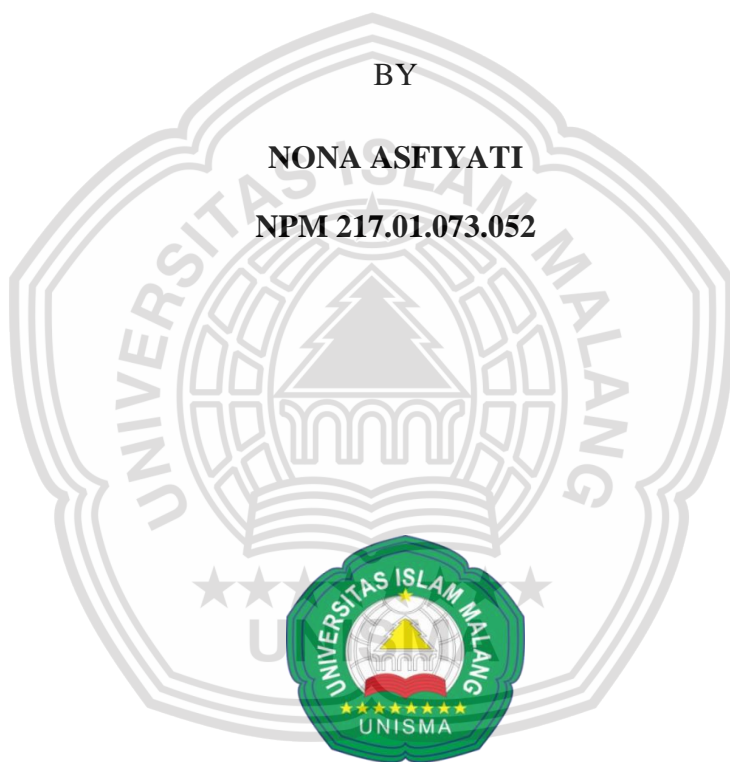**ANALYZING STUDENTS' GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT AT SECOND SEMESTER STUDENTS OF UNISMA**

SKRIPSI

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ANALYZING STUDENTS' GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT AT SECOND SEMESTER STUDENTS OF UNISMA

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ABSTRACT

In learning a language, making errors are the natural thing and sometimes difficult to be hindered by the students. The students sometimes omit the necessary items, add the unnecessary items, misform items even misorder them. Therefore, the students should pay attention to the grammar of the language to hinder the same errors. Therefore, the researcher conducted a research to know the types of grammatical errors, the commonest one and the causes of those errors.

This research employed descriptive qualitative approach. The population of this study was the second semester students of English Education Department of Teacher Training and Education Faculty of University of Islam Malang in academic year 2020/2021**.** The researcher took 10 papers of students' personal narrative as the sample of her research.

The finding showed that the second semester students made errors in all types of surface strategy taxonomy such us omission, additions, misformation and misordering. The most common grammatical error made by the students was misformation with 56 or 58.3% errors and the causes of students' grammatical error were interlingual and intralingual transfer. It can be concluded that the students' understanding toward English grammar was still low. They were also still influenced by their mother tongue and the students still had a lack of knowledge about the target language. Therefore, the lecturers should apply the other technique in their teaching to improve the students' understanding and motivate them to read English writings in order to be familiar with English rules. Further, the students should be more aware to the rule of the target language. Last, this study also can be a reference for the future researchers to conduct more depth study.

CHAPTER I

INTRODUCTION

This chapter explains some topics which relate with introduction of the study. They are background of the study, research problems, objectives of the study, significances of the study, scope and limitation of the study and the definition of key terms.

1.1 Background of the Study

Grammar refers to the entire system and structure of the English language that includes the structure of words which cannot be avoided by language learners. According to Brown (2001) "the grammatical competence plays a dominant location as a main element of communicative competence". It means that grammar is one of the main key to make students' writing more communicative and understandable.

In fact, making errors in writing are such a natural thing and hard to be hindered by language learners. Mastering English grammar is not easy for the learners. They often made errors on their writing which related to grammar due to the difference rule between their mother tongue and English. Besides that, the students should make a good product of writing that needs a good master in grammar. By using appropriate grammar, their writing will be more understandable and easy to read. So, grammar is such an important component in writing skill.

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In English learning, there are several different types of text that have to be learned by students, one of which is narrative text. A narrative text is a story that has complications or problematic situations and attempts to resolve them. The goal of this text is amusing or entertaining the readers. According to Anderson (1997), entertaining the readers is the aim of narrative text.

Khansir delivered that "Error analysis is a language sort analysis that prioritize on the errors learners produce (2012). An attempt that concentrates on the errors students made is called error analysis. Therefore, error analysis plays essential role in students' writing skill and it also helps lecturers in discovering what type of errors students made in writing a text. Hopefully by knowing the students' error, the lecturers could improve the method and the way they teach in order to help students produce a great writing and avoid the same errors like before. It is in line with what Ellis (1997), error analysis can take a role in determining learners' learning problems at any stage seen from their errors and the learners will learn from their errors.

Hence, due to the importance of error analysis, more and more empirical studies have been done on error analysis in EFL countries included Indonesia. Rahmanu (2019) found that 50% sample of narrative text contained errors on past sentences, present perfect, simple past, be, preposition plural-singular, modal, gerund, to infinitive, passive voice and subject pronouns. Another recent research was done by Murdiyana (2019) and the result of her study were 621 grammatical errors with verb errors being the most common, followed by pronoun errors, adjective errors, preposition errors, noun errors, conjunction and adverb errors.

From the above mentioned, the researcher is excited to know what grammatical error types and what the most common grammatical error produced by the second semester students at UNISMA is and the causes of students' grammatical errors. Finally, the researcher decided to do a research entitled "Analyzing Students' Grammatical Errors in Writing Narrative Text at Second Semester Students of UNISMA."

1.2 Research Problems

Based on the background of the study above, this study aimed to address the following research questions:

1. What are the types of grammatical errors made by the second semester students of UNISMA in writing a narrative text?

2. What is the most common grammatical error made by the second semester students of UNISMA in writing a narrative text?

3. What are the causes of grammatical errors made by the second semester students in their narrative text?

1.3 Objectives of the Study

Based on the problem identifications above, the objectives of the study are as follows:

1. To find out the types of grammatical errors made by the second semester students of UNISMA in writing narrative text

2. To describe the common grammatical error made by the second semester students of UNISMA in writing narrative text

3. To find out the causes of grammatical errors produced by the second semester students in their narrative text

1.4 Significance of the Study

The significances of the study, theoretically, are hoped to contribute a new perspective in learning grammar and also narrative text itself. In addition, it is expected to be one of the references for the future researchers who are desired to conduct the same research. Practically, it is expected to motivate the lecturers to find an effective technique in teaching grammar so that the students can evade the same errors.

1.5 Scope and Limitation of the Study

The scope of this study was on grammatical errors in writing narrative text made by the second semester students of UNISMA. To make this study is achievable, the researcher just concerned on the types of grammatical errors, what is the commonest error and also the causes of students' grammatical errors in their narrative text. Limitation of the study is the researcher only focuses on Surface taxonomy strategy delivered by Dulay et al: omission, additions, misformation and misordering; the research sample were just ten papers and the researcher just analyzing the causes of students' grammatical errors by herself.

1.6 Definition of Key Terms

Identifying a key terms is very crucial section to facilitate the readers in understanding the content of the research. To make it easier to access information, key terms are utilized as a reference point. In order to make more obvious information and to anticipate misunderstanding while reading this research, here are the key terms defined as follows:

1. **Analysing** means an attempt to discover errors through detailed analysed of students' narrative text.

2. **Grammatical Error** is a grammar prescript to characterize a student's use of grammar in a phrase that isn't ideal. In this study, the researcher uses types of error according to the Surface Strategy Taxonomy of Dulay et, al. Errors that would be analyzed by the researcher consist of tenses, use of pronoun, use of article, use of demonstrative, use of preposition, use of conjunction etc.

3. **Narrative Text** is a text that aims to entertain the readers. The kind of narrative text students composed was personal narrative.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher would discuss the conclusion and the suggestions based on the research findings and the research discussions.

5.1 Conclusions

After identifying, calculating, analyzing and concluding the grammatical errors produced by the second semester students of the English Department of Teacher Training and Education Faculty of University of Islam Malang, the researcher concludes some points. First, the students' understanding toward English grammar was still low because the findings showed that the students fulfilled all types of grammatical errors such us omission, additions, misformation and misordering. It is in line with a study conducted by Jamaliah et. al., (2020) revealed that the students made all categories of errors such as omission, additions, misformation and misordering.

Secondly, most common error type of grammatical errors in the students' narrative text was misformation. It is in line with a study was done by Sutomo (2017) said that the most frequent errors using past verb in writing narrative made by the simple past-misinformation is 80.82 %. It could be concluded that the students still find complicated using the correct form of morpheme or the structure in constructing a sentence. In conclusion, the causes of students' grammatical errors were interlingual

and intralingual transfer. It was implied that the students were still influenced by their mother tongue and the students still had a lack of knowledge about the target language.

5.2 Suggestions

The following are the suggestions delivered by the researcher for the students, the lecturers and for the next researchers.

5.2.1 For the Students

By knowing their grammatical errors, hopefully the students will be more aware about the structure or the rule of the target language they were learning and they should increase their understanding by reading a lot and practicing what they have known by writing a simple diary in order to minimize the grammatical error in their writings.

5.2.2 For the Lecturers

Related to the research findings and theories, the researcher hoped that after knowing the types of error such us omission, additions, misformation and misordering that disturb students to write the target language communicatively. The lecturers should look for a suitable technique in their teaching to improve the students understanding of English grammar and also motivate the students to read English writings a lot in order to be familiar toward English rules etc.

5.2.3 For Future Researchers

Hopefully this research can be a reference for the future researchers in doing their research. The future researchers have to be more focus on the solutions of the causes of students' grammatical error and analyze the other object besides text, for example the students' video project, poems etc. Another suggestion is the future researchers should do interview section to analyze the causes of students' grammatical errors.

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