THESIS

A STUDY ON GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT

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Presented in Partial Fulfillment of the Requirements for Sarjana Pendidikan Degree in English Language Education
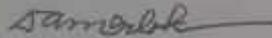

ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION
SCIENCESFACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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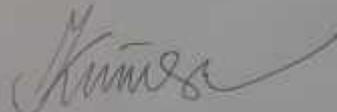## A STUDY ON GRAMMATICAL ERRORS IN WRITING NARRATIVE TEXT

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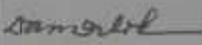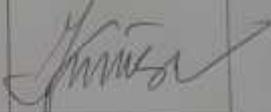Widya Mandira Catholic University

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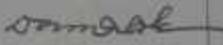
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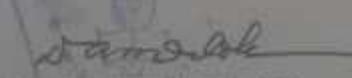
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MOTTO

"All my paths will be beautiful in time, my steps have been arranged by God"

(AprilindaLangi)

DEDICATION

This thesis is particularly dedicated to:

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2. My beloved brothers Paulinus Adyanto Langi,Yohanes Rynaldi Langi, Anselmus Epison Langi and Klaudius Renol Dodja

3. My beloved best friends

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The writer

ABSTRACT

This thesis is entitled "A Study on Grammatical Errors in Writing Narrative Text". It was conducted to answer the following questions: (1) What are the types of grammatical errors committed by the eight grade students of SMPN 3 Ndona in the school year 2020/2021 in writing narrative text? (2) What is the most frequent grammatical error commited by the eight grade students of SMPN 3 Ndona in school year 2020/2021 in writing narrative text? Based on the problems stated above, the objectives of the study were as follows: (1) To find out the types of grammatical errors that occur in writing the narrative text of eight grade students of SMPN 3 Ndona in the school year 2020/2021. (2) To find out the most frequent grammatical errors committed by the eight grade students of SMPN 3 Ndona in the school year 2020/2021. The subjects of this study were the eight grade students of SMPN 3 Ndona. There are 15 students in that class but the writer only chose 11 students which were taken from randomly by using whatsapp application. In getting the data, the writer used descriptive method. This method aims at describing the errors made by the students. The writer gave topics and students chose one of them to construct into a good narrative text. The result of this study are: (1) The number of errors in grammar was 111. The frequency of errors grammar was 43 (39,09%) omission, 19 (17,27%) addition, 42 (38,18%) misformation and 2 (1,81%) misodering.(2) The most writing narrative textcommitted by the eight grade students of SMPN 3 Ndona is misformation 42 (38,18%). It means that the students have a big trouble with grammar especially in writing narrative text. Some expressions are ambinguous, couldn't be classified with one of the above errors (miscellaneous). The most common grammatical error in wrting narrative text committed by the students is misformation with 42 sentences (38,18%). Based on the result of the data analysis, the writer suggest: (1) The teacher should teach the students how to write a good text especially in writing narrative text and give the students change to practise, so the students can focus on grammar especially using tenses, pluralization, and possessive markers. (2) The eight grade students of SMPN 3 Ndona should learn how to write a good text and focus on grammar especially in using simple past tense.

ABSTRAK

Skripsi ini berjudul "Studi tentang Kesalahan Tata Bahasa dalam Menulis Teks Narasi". Hal ini dilakukan untuk menjawab pertanyaan-pertanyaan berikut: (1) Apa saja jenis kesalahan tata bahasa yang dilakukan oleh siswa kelas delapan SMPN 3 Ndona pada tahun ajaran 2020/2021 menulis teks naratif? (2) Apa kesalahan tata bahasa yang paling sering dilakukan oleh siswa kelas delapan SMPN 3 Ndona pada tahun ajaran 2020/2021 menulis teks naratif? Berdasarkan permasalahan di atas, maka tujuan dari penelitian ini adalah sebagai berikut: (1) Untuk mengetahui jenis-jenis kesalahan tata bahasa yang terjadi dalam menulis teks naratif siswa kelas delapan SMPN 3 Ndona tahun pelajaran 2020/2021. (2) Untuk mengetahui kesalahan tata bahasa yang paling sering dilakukan oleh siswa kelas delapan SMPN 3 Ndona pada tahun ajaran 2020/2021. Subyek penelitian ini adalah siswa kelas VIII SMPN 3 Ndona. Terdapat 15 siswa di kelas tersebut namun penulis hanya memilih 11 siswa yang diambil secara acak dengan menggunakan aplikasi whatsapp. Dalam pengambilan data, penulis menggunakan metode deskriptif. Metode ini bertujuan untuk mendeskripsikan kesalahan yang dilakukan oleh siswa. Penulis memberikan topik dan siswa memilih salah satunya untuk dikonstruksi menjadi teks naratif yang baik. Hasil penelitian ini adalah: (1) Jumlah kesalahan tata bahasa sebanyak 111. Frekuensi kesalahan tata bahasa adalah 43 (39,09%) penghilangan, 19 (17,27%) penambahan, 42 (38,18%) kesalahan formasi dan 2 (1,81%) salah persepsi. (2) Penulisan teks naratif yang paling banyak dilakukan oleh siswa kelas VIII SMPN 3 Ndona adalah kesalahan formasi 42 (38,18%). Hal ini menunjukkan bahwa siswa memiliki masalah besar dengan tata bahasa terutama dalam menulis teks naratif. Beberapa ekspresi adalah abinguos, tidak dapat diklasifikasikan dengan salah satu kesalahan di atas (miscellaneous). Kesalahan tata bahasa yang paling umum dalam menulis teks naratif yang dilakukan oleh siswa adalah kesalahan formasi dengan 42 kalimat (38,18%). Berdasarkan hasil analisis data, penulis menyarankan: (1) Guru harus mengajarkan siswa bagaimana menulis teks yang baik terutama dalam menulis teks naratif dan memberikan siswa perubahan untuk berlatih, sehingga siswa dapat fokus pada tata bahasa terutama menggunakan tenses, pluralisasi, dan penanda posesif. (2) Siswa kelas delapan SMPN 3 Ndona harus belajar bagaimana menulis teks yang baik dan fokus pada tata bahasa terutama dalam menggunakan simple past tense.

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