ABSTRACT

The purpose of this research is to describe the students’ common errors in writing narrative at MTs Negeri Sijenjang. In doing this study the researcher used survey research design in form of quantitative method. The sample was taken from 8th grade students at MTs Negeri Sijenjang. The researcher took VIII A class as the sample. They are 30 students. The data were collected through the result of students’ writing assignment from the English teacher. The data were analyzed by using a format of error identification.

The result of the research showed that there are thirteen common errors was found. They were verb-tense, capital letters, possessive case, punctuation, spelling, preposition, redundancy, word order, singular/plural, word choice, article, pronoun. The biggest error found in capital letter category. There are 38 errors (28.57%). The second came from verb-tense category. There are 34 errors (25.56%). Meanwhile the smallest number of error came from possessive case category. 1 (0.85%) error was found. It can be conclude that the students of MTsN Sijenjang faced some problems in the process of writing a text. They still have poor knowledge how to write a text in a good way and grammatically. Based on the observation in the classroom, the researcher assumed that the error made by the students was caused by the influence of Bahasa Indonesia. The student does not accustom to use English. They only used their mother tongue even when they learning English in the classroom. The suggestions are addressed to the teachers. For the teachers, considering the fact that the biggest number of errors comes from capital letters and verb tense category, the teachers should emphasize the concept of those. It is important for the teachers to ensure that the students really understand the use of verb tense rules, specifically in the use of past tense which is frequently used in narrative writing. For example, the teachers can give writing instructions of how to use to be, past form of regular and irregular verb correctly.

Key words: common errors, narrative text
Introduction

Writing is one of the essential skills in English learning as a foreign language. Writing skill need to have by all learners as a basic for academic and job needs. Writing is not only the process of combining and transferring words into written text but widely writing also the process of transforming our idea into the text which include the process of prewriting and revising. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Writing is one of four skills in English, which is taught in school. In writing, the students can express their feeling, ideas, thoughts and their opinions. “Writing is about more than making our thoughts and ideas visible and concrete (Ghaith, 2002). However, writing in English is not easy and the students often find some difficulties while they are writing”.

Writing is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process. So, it can help people to deepen their understanding. In teaching of English in the junior high school, the skill of writing is not only used to test how well students acquire a second or foreign language, but also to express ideas into readable text. The ability to express ideas in English writing with coherence and accuracy is a major objective. However, many students never truly master this skill. The students still make errors in English writing.

The student’s errors can be seen from the errors produced in their works. They often produce errors of grammar such as mapping its grammatical patterns
inappropriately. Another example of their errors is the wrong application of the sentence structures.

In the classroom, the student’s errors have been neglected in the teaching of English. The students rarely get feedback and correction in the writing assignment from their teacher. Consequently, they do not have explanation of their errors in more detail for their works and have weak language proficiency. It indicates that their errors do not receive proper control in their language learning from their teacher.

To achieve a great proficiency in the skill of writing, students need feedback and correction for their works. The more they get correction, the more they have a thorough knowledge of English writing. Thus, it is imperative that an error correction needs an accurate error analysis in the teaching process. By investigating student’s error in their writing work, teacher will be able to provide a means of helping students to overcome their errors and to improve their language proficiency.

Those phenomena, especially related to the student’s errors in writing, encourage the writer to study this case. The result is expected to give a valuable insight into how the teachers can use the findings of the study to improve student’s writing skill.

Narrative is one of text genre which contain the element of telling story. Writing narrative text means that we are tell the story which happen in the past in written form. There are some events,plot and setting as a characteristics of narrative text .Even narrative is just telling story, students also find the difficulties especially the using of good grammatical sentences.
Madrasah Tsanawiyah Negeri Sijenjang is a Islamic Junior High school. There are some factor that cause problems in teaching English to the students. First, the students of this school have a low awareness to upgrade their knowledge in English because lack of background education and family. Most of them wellborn from uneducated family. So, they have a low motivation in learning English. They think English is a difficult and uninteresting subject. Second, the English teachers of this school not use some interesting media to catch the student interest. They always use grammar-oriented and text-oriented in old way approach.

In writing a text, students asked to write some genres of text based on the explanation in the textbook but they do not learn how to write in a good way by the teacher. The teacher realizes that writing is the most difficult skill in English but they have no awareness to teach their students well.

**Review of Related Literature**

Oshima (1996) defines that writing is a progressive activity (p.2). It means that when you first write something down, you have already been thinking about what you are going to say and how to say it. Then after you have finished writing, you read and check the whole what you have written to make sure there is no mistakes and if necessary you have to revise it. According to Bello (1997) writing is a continuing process of discovering how to find the most effective language for communicating one’s thought and feeling. Gaith (2002:1) argues that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete.

Narrative is a form of text which try to tell what is happen in order to make the reader imagine that they are in that situation. According to Mahsusi, narrative is a
paragraph which tell something, condition or an event. The character will be human or animals and the event is shown chronologically. Moreover, Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. It can be conclude that narrative has purpose to entertain the readers with interesting stories.

The generic structure of narrative text are (1) Orientation, introducing the participants and informing the time and the place, (2) Complication or problem, describing the rising crises which participants have to do with, (3) Resolution, showing the way of participant to solve the crises, better or worse.

The significance of the error can be seen from two points, pedagogical and theoretical. From the pedagogic standpoint, it is useful for the teachers to know that their students not yet mastered certain forms but are capable of self-correcting them. From the theoretical point of view, it can be argued that a form has not been fully acquired until the learners can use it with the same degree of accuracy as the native speaker (Ellis & Barkhuizen, 2005:64).

An error analysis is also important to describe what kinds of error that students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing. The teacher must be able to analysis the errors, in order to consider the appropriate method to solve those problems.

Error analysis is an activity to reveal error found in writing and speaking. Richards (1977:96) stated that errors analysis is the study of errors made by second and foreign language learners. Error analysis may be carried out in order to: a) find out strategies which the learners use in language learning, b) find out the causes of the learner’s errors, and c) obtain information on common difficulties in language learning, as an aid in
teaching or in preparing teaching materials. This definition emphasizes on the function of error analysis. Another concept of error analysis is given by Brown (1980:166). He defined error analysis as the process to observe, analyse, and classify the deviations of the rules of the second language and then to reveal the system operated by learner. It seems this concept is same as the one proposed by Crystal (1987:112) i.e. error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone who is learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in writing and it is carried out to obtain information on common error faced by someone in writing English sentences.

**Methodology**

This study was categorized into survey research. Survey research is a nonexperimental research. The method used quantitative. In carrying out this study, the researcher worked in identifying, describing and explaining the common errors which usually found on writing narrative text. The aim of this study was to describe the types of errors commonly happened. For this purpose, the researcher collected the data from the students by asking to the English teacher of the school.

The population of this research was all students of eight grade students of MTsN Sijenjang. There are four classes and the total number of students is 126 students. The researcher conducted the study in MTsN Sijenjang.

The researcher took one class in 8th grade as the research sample. The English teacher of 8th grade advised the researcher to choose VIIIA class. It consisted of 30
students. It was considered based on the ability of this class which assumed more than other classes. But the teacher still found a large number of error made by the students in their writing works.

The instruments for collecting the data in this study were a writing assignment and a format of error identification. In the writing assignment, the researcher used this text type, since a narrative writing was quite easy for the researcher to investigate grammatical errors (Norrish, 1983:20). The researcher counted the frequency of the errors in each category based on the frequency of errors types. To obtain the numerical data of errors, the researcher classified the errors into each category. The researcher counted the student’s ability percentage based on the score which given by the teacher using the rubric score. Then, the researcher found the error in each student’s task per each category of error. The result has been calculated in form of frequency and percentage of the responses. In order to get the percentage scores, the researcher counted based on the number of error in each category divided by the total of the errors.

Finding and Discussion

The result of common errors which found on the student’s writing would describe into some categories. The table below show the percentage of the common errors.

Table III: The Appearance of Errors

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Error</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verb-Tense</td>
<td>34</td>
<td>28.81</td>
</tr>
<tr>
<td>2</td>
<td>Capital Letters</td>
<td>38</td>
<td>32.20</td>
</tr>
<tr>
<td>3</td>
<td>Possessive case</td>
<td>1</td>
<td>0.85</td>
</tr>
<tr>
<td>4</td>
<td>Punctuation</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Category</td>
<td>Value</td>
<td>Percentage</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>5</td>
<td>Spelling</td>
<td>3</td>
<td>2.54</td>
</tr>
<tr>
<td>6</td>
<td>Preposition</td>
<td>7</td>
<td>5.93</td>
</tr>
<tr>
<td>7</td>
<td>Redundancy</td>
<td>3</td>
<td>2.54</td>
</tr>
<tr>
<td>8</td>
<td>Word Order</td>
<td>5</td>
<td>4.24</td>
</tr>
<tr>
<td>9</td>
<td>Singular/Plural</td>
<td>2</td>
<td>1.69</td>
</tr>
<tr>
<td>10</td>
<td>Word Choice</td>
<td>10</td>
<td>8.47</td>
</tr>
<tr>
<td>11</td>
<td>Article</td>
<td>3</td>
<td>2.54</td>
</tr>
<tr>
<td>12</td>
<td>Pronoun</td>
<td>4</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Twelve common errors are depicted on the table above. The first errors category was verb-tense. The percentage of this kind of error reached 25.56%. Verb-tense are categorized into several types. The first type was error in using verb. The example for this is *One day fisherman meet the gold fish*. In this sentence, the used of *meet* instead of *met*. Here are the correct suggestions for this sentence *One day fisherman met the gold fish*. The second type was incorrect regular and irregular verb use which showed on the sentence *…the stepmother forbided her*. The word *forbid* belongs to irregular verb, so the correct past form was *forbad*. The third, the students did error in using *to be*. The example is showed in this sentence *I’m very happy because in there I’m swimming*. In this sentence, the used of *am* was incorrect because the sentence should be shows the past form. So, the correct form of this sentence is *I was very happy because I swam there*. Based on the example, the reason of error can be assumed. The error made by the students is caused by the influence of Bahasa Indonesia. Bahasa Indonesia does not apply
the tense rule. Based on the research conducted by Bahri, the percentage of verb-tense error was 23.76%. And this number is the highest from the other errors.

The second category was capital letters use. The percentage of this error type is 28.57%. There were three kinds of errors found on use of capital letters. First, the title is not begun with capital letters. Second, a sentence is not begun with capital letters. For example, she is always tortured by stepmother. Third inappropriate placement of capital letters. Almost all the students did some errors in this type. For example, He meet the gold Fish. The researcher assumed that the reason of this error is the habit of student’s writing way. They put capital letter at random place without consider the correct rule of using capital letter.

Based on the researchers’ observation when the research is going on in the classroom, the teacher and the students did not use English. Bahasa Indonesia always use to deliver the instruction. The teacher used English only to the student who has more ability to speak English than the others. According to Bruner ( on Helena, 2004), language is the most important instrument for the cognitive development of child. Bruner researched on how a mature person uses language to be a mediator to help the child to solve the problem. Conversation or “chatter” which support a child in doing the activity is called scaffolding talk. Scaffolding talk of teacher which use to organize the activity in the classroom could use start from check the attendance list till close the class. When scaffolding talk did on the learning of English, so all the activity have to use English too. Scaffolding have to be a habit so the students accustomed to listen the utterance in English.

The researcher assumed that the error in the writing result happened because of the influence of Bahasa. Language is a set of rules in human brain. When the rules are faced
to the language which is listen around it, so the set in the brain will be adapt. According to Piaget (on Helena, 2004), development could happen as the result of activity. That is assimilation and accommodation. Assimilation is when the activity happens without change the child. Meanwhile accommodation happen when the child adapt to the things around them. But in this case, part of the students of IX class assimilated the learning process of English. This happen because they have an unwillingness to know more about English. Lack of motivation is the cause of this phenomenon because they consider English as the difficult subject to learn.

**Conclusion**

Twelve common errors found in the students of MTsN Sijenjang writing result. The influence of Bahasa Indonesia gave impacts for student’s writing. The students still follow the habit of translating the words from their mother tongue. As Lado (1977) said that according to the theory of language testing, the students tend to transfer their vocabulary habits to the foreign language. They will transfer meaning, forms, and distribution of the lexical units of their native language. The biggest number found in capital letters category. It can be conclude that the students of MTsN Sijenjang faced some problems in the process of writing a text. They still have poor knowledge how to write a text in a good way and grammatically

**REFERENCES**


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