THE EIGHTH GRADE STUDENTS' ERRORS OF SMP NEGERI 6 LHOKSUKON ACEH UTARA IN WRITING NARRATIVE TEXT

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ABSTRACT

The aims of the study is to find out the kinds of errors are made by the seventh grade students of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text and the most dominant error made by the seventh grade students of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text. The researcher applied descriptive research. The researcher describes students' errors in writing recount text. Therefore this research belongs to qualitative research because only describes the students' errors in writing narrative text. The population of the research is the whole students of the eighth grade in academic year of 2021/2022. The total amount of population is around 120 students. Meanwhile the sample of this research is the students who are taken from class VIII1 and VIII2and the total sample is 60. Based on the finding in this research, there are 150 errors made by the students of SMP Negeri 6 Lhoksukon in writing narrative text. The errors are classified as follows: (1) error content which consists of (a) orientation = 17 errors, (b) events = 26 errors, (c) reorientations = 19 errors, and the total errors are 62; (2) errors in vocabulary = 15 errors, (3) errors in grammar = 51 errors, and, (4) errors in mechanics = 20 errors. Errors in content of narrative text are 62 items 42 %. Errors in vocabulary are 15 items or 10%. The occurrence of errors in grammar are 51 or 34%. Meanwhile, errors in mechanic are 20 is or . are 14%.
Key Words: Students' Errors, Writing Narrative Text

INTRODUCTION

The teaching and learning activities in the classroom are always oriented to the mastery of the four language skills; speaking, listening, reading, and writing. The students are expected to have the ability in using English as a means of communication; to interpret and express ideas, feelings, and experiences through oral and written English. Since this expectation is prominent, many efforts have been done by the teachers, educators, and policy makers to make the students able to communicate in the language. Moreover, many studies have been conducted in investigating problems that hinder the students' learning process as well as in offering some alternative solutions.

It is evident that the target above is still far from what is expected. The students do not have enough mastery of the four English language skills. Moreover, if we measure the students' ability in each of the skills, the students' performance in writing skill may be the worst of all. This judgment is done on the basis of the fact that too often the students' piece writing cannot be read well because it contains a number of errors. Therefore, the ideas or message expressed in, it cannot be understood well. According to Scholes (2008), the students' problems in writing are due to some factors: the lack of vocabulary, the lack of understanding on English grammar, and the lack of practice'. Besides, the teacher's strategy in teaching writing is

not varied and a result, the student get bored and have low motivation.

Apart from the problems above, it is important for the learners to write because it is a basic language skill, and therefore, the teacher needs to equip them with early and continued writing experiences even though many students admit the writing as a difficult task. Writing is a highly supplicated skill as it combines a number of elements, such as content, organization, grammar, style, and mechanics, Because of these complex elements, many learners still have poor writing habits.

According to Kane (2000), writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, considered, addend, rearranged, and changed. Writing is a recursive process and every writer uses the process in a different way. Writing is also the result of thinking, drafting, and revising procedures that require specialized skills that not every writer develops naturally. Yet, novice writers need to practice "writing" or exercises that involve copying or reproduction of learned material in order to learn the conversations of spelling, punctuation, grammatical agreement, and the like. Furthermore, students need to "write in the language" through engaging in a variety of grammar practice activities of controlled nature. Finally, they need to begin to write within a framework that includes transformation exercises, sentence combining, expansion, idea frames, and similar activities.

According to Scholes (2008), a writing process starts with defining thoughts. The defined thoughts are then expressed in words. However, expressing thoughts in isolated words would probably not be understood by the reader. Therefore, it must be arranged into good sentences. Putting ideas together in sentences means letting other people know what is in the writer's mind. Writing usually does not only deal with isolated sentences but requires a write in paragraphs as well.

Broadly speaking, the student's ability in English writing skill at junior High Schools is very low. The students at each grade (the first, second, and third grades) do not yet achieve what they are supposed to achieve as prescribed in the Curriculum. This is based on the writer's experience when the writer conducted preliminary research. Meanwhile, other researcher reported that the students' ability in English writing skill was still low thus it did not research the target stated in the curriculum.

Next, the objectives above are not yet achieved because of the number of factors. The causes, among others, may deal with the students' low motivation, the inappropriate strategies applied by the teacher, and the teaching and learning process which is not contextualized. The students' language mastery seems to be restricted to memorizing words and sentences and they are not trained to use the words or sentences that they practice in a meaningful way. It seems that the students' writing activities are textbook-oriented. Meanwhile, the writing tasks in the textbooks the students usually use are not appropriate to their need and not challenging. The tasks are restricted to arranging jumbled sentences into a good paragraph and completing a paragraph with the given words and phrases. Besides, the English teacher is not creative in selecting and preparing instructional material and media. They very rarely use authentic materials such as those from magazines, newspaper, manuals, and schedules that are usually more relevant and interesting to the students.

Since writing is a complex process, there are some problems that can be found in process of writing. The difficulty of students

in writing is in generating their ideas. The students are not able to transfer their ideas when they have to put it into the concrete one. They find that students could not organize their ideas and arguments by using appropriate styles of writing, and then express their thoughts clearly in English. In brief, the difficulty of writing is not only about developing the ideas but also how to make the ideas can be understood. It means that when students want to convey their ideas, they have to think how make their ideas well organized to avoid readers confusing.

In addition, Sharpies (2009) states that grammar is the most difficult part for L2 writers. Students get difficulties to write sentences in the correct structure. As Wishon & Burks (2000) say that there are some aspects of English grammar that become ESL/EFL students' difficulties. They are choice of article, pronoun, verb tense, sentence agreement, etc. To support, this difficulty can be seen from the result of a case study done. He found many misuse of verb tense in their writing. It is because the students do not understand well about tenses in English. They are not able to select correct verb based on the tenses they use when writing. Thus, the students' difficulties in writing are not only in producing ideas but they also have to think how to put them into sentences by using correct structure.

Besides some difficulties above, vocabulary is another difficulty that students face in writing. Vocabulary is a core component of language proficiency, and it provides much of the basis for making learners speak, listen, read, and write well (Sharpies, 2009). Without mastering vocabulary, learners will have less opportunities to use their language learning around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television, and especially in writing, students will feel hard to present

what in their mind. One of the best ways to convey ideas accurately in an essay is by choosing the right words. By doing this, students can ensure readers understanding about what they write. So, by using appropriate words, writers can convince and attract readers' interest to read. Readers will keep reading when they find words that can give meaning for them and make them always remember those words. On the other hand, if writers use incorrect words and ambiguous, it will make readers feel confuse to understand the content of their writing recount text.

The difficulties faced by students above can occur because of some causes. According to Byrne (1988), the students' error in writing are influenced by two major causes; interlingual and intralingual transfer. He states that interlingual transfer is a significant source of error for all learners. He explains that interlanguage is learner language, which emphasizes the separateness of a second language learners' system. He also defines interlingual as a system that has a structurally intermediate status between the native and target language. Interlingual is when the students of foreign language make structure deviation by the effect of their mother tongue. In other words, it is called language transfer. The difficulties occur because the features of source language and target language are different.

The second cause that can cause students' difficulties and errors in writing is intralingual transfer (Byrne, 1988). Intralingual derives when the students make ungrammatical structure since they do not have enough knowledge of their target language. Intralingual errors result from faulty or partial learning of the target language rather than language transfer. Namely, learners make mistakes because they do not know the target language very well, and have difficulties in using the target language. It can be said that students have

lack knowledge of the target language. One of them is lack of grammar knowledge of the target language. As Chakravarty and Boehme (2004) state that grammar is too important to be ignored, and without a good knowledge of grammar, learners' language development will be severely constrained". It means that the use of correct grammar will influence the sense of students' writing in order to catch readers interesting with the story that the students tell.

Furthermore Chakravarty and Boehme (2004) state that besides two causes above, another cause that made students got difficulty in writing is lack of vocabulary. Lack of vocabulary makes what learners write become uninteresting, and boring. Lack of vocabulary makes students cannot express their ideas. They do not know what words they have to use to put their thought in their writing. Also, because of lack of vocabulary, the students use the same words in different context. This condition will affect the students' writing quality, because the choice of words in writing will influence the content of their writing. Readers will get difficulties to understand and comprehend students' writing because the words that are used will influence the meaning of the writing.

Finally, based on the explanation above, it can be concluded that there are some causes of students' difficulties in writing recount text. They are interlingual transfer and intralingual transfer. Interlingual is the negative influence of the mother tongue of learner and intralingual is the effect of forms of one language (usually the target language) on other forms within the same language. Another cause of students' difficulties and error in writing are lack of vocabulary that can influence students' writing quality.

Next, there are some kinds of writing texts, such as descriptive text, recount text, and narrative text and these texts are taught at Junior High School students. One of the writing texts that make students difficult and always cause students make errors in writing is writing narrative text. One of the schools whose students always make errors in writing narrative text is the students of SMP Negeri 6 Lhoksukon. Therefore, the students' writing ability especially narrative text was still low.

When the students conducted preliminary research that was conducted on January 20, 2022 till January 24, 2022, the writer found that the seventh grade students' ability of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text was not satisfying. Their average score in writing narrative text was 50. Meanwhile standard score of writing was 65 at the school. Based on the interview to the English teacher of the school, the writer got information that the teacher used to make errors in writing narrative text. Thus, their ability in mastering writing narrative text was low, under standard score.

Next, according to Hudelson (2009), narrative text is text that focuses on a specific participant. Its social function is to tell stories or past events and entertain readers. The main focus of this study is narrative text since it is the most frequently occurred and widely used in language teaching. The essential thing in narrative is that it presents story which involves characters. Additionally, it deals with events that constitute problem for one or more of the characters who are motivated to confront the problem and attempt to solve it (Heaton, 2005:285). Derived from its social function, narrative is aimed to amuse, entertain and to deal with actual or vicarious experience in different ways (Sharpies, 2009). Therefore, narrative writing means the production of stories or personal essays. It encourages writers to use their creativity and powers of observation to develop stories that can capture reader's imagination.

In the process of learning to write narrative text, learners undergo errors. Errors in language learning are sometimes natural and tend to occur frequently. Error analysis is

an activity to reveal errors found in writing and speaking. Brown (2000) state that the error analysis is the study of errors made by second and foreign language learners. Error analysis can be used (a) to find out how good or bad language types are, (b) to find out how a person learns a language, (c) to find out how to obtain information about general difficulties in language learning studies of errors made by second and foreign language learners. Error analysis can be done to (a) find out how good a language type is, (b) find out how a person learns a language, and (c) find out how to obtain information about language learning difficulties in general.

Therefore, the teachers must try their best to avoid the errors made by the students without discouraging them. In addition, knowledge of sources of the errors will help the teacher to find the sources of the errors. The teacher also needs to provide the effective correction related to their errors in order to enable the students to construct the sentences with appropriate language form.

In this study, the researcher focuses on analyzing an error analysis of narrative text written by the seventh grade students of SMP Negeri 6 Lhoksukon Aceh Utara. Most of students are stills lack of grammar understanding and tense in the recount text (simple past tense). For example is the use of past word, usually in the verb 2, e.g. go = went, crow = crowded, and etc. Based on the error analysis of SMP Negeri 6 Lhoksukon Aceh Utara, the writer got more detail data that can be used by the teacher to minimize the students' error in writing narrative text. The difficulties made by the students are usually in tense, grammar, structure, vocabulary, and etc. to produce appropriate language in writing a narrative text. This research also can be used by English teacher of SMP Negeri 6 Lhoksukon Aceh Utara as an input to minimize the erroneous students writing a narrative text. Besides, the teacher must improve the students writing skill,

especially in writing a narrative text. Based on this problem, the researcher wants to conduct a research about students' Errors of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text.

RESEARCH METHOD
Research Design

The researcher applied descriptive research. Descriptive research is the kind of research that describes systematically the situations and facts of a given population factually and accurately. Moreover, Moleong (2017) states that the final conclusion of descriptive study should be in words or sentences, not in a number. Method is a style of conducting a research work which is determined by the nature of the problem. Next, the writer describes students' errors in writing recount text. Therefore this study belongs to qualitative research because only describes the students' errors in writing narrative text.

The Population and Sample of the Research
The Population

According to Creswell (2012), population is a group of individuals who have the same characteristics The population of the research was the whole students of the eighth grade in academic year of 2021/2022. The total amount of population was around 120 students who were divided into 4 classes, classes VIII1, VIII2, VIII3, and VIII4. Every class was composed of 30 students.

The Sample

According to Creswell (2012), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Since the total population of this research was rather big, thus sample was needed to be taken purposively.. In this case, the sample of this research was the students who were taken from the two class VIII1 and VIII2. The

students of class VIII1 and VIII2 were chosen as the sample of this research because the students' ability of the both classes were better than the students of class VIII3 and VIII4. The class VIII1 and VIII2 composed of 60 students. Thus, the total sample was 60 as the subject of this research.

Data Collection

According to Sugiyono (2017), research instrument is a tool used to measure observed natural and social phenomena. Next, in this research, the instrument that was used in colleting data was a test. The kind of instrument was specially used in accordance with the purposes of this research that was to get the preparations of the students in facing the English proficiency test in writing narrative text. Besides, it was so difficult to interview responders in large number one by one.

Data Analysis

In analyzing data, the writer uses descriptive analysis technique (percentage). It will be described in the percentage and the formula is as follows:

(Sugiyono (2017)
Where:
P   = Percentage of errors
n1   = the errors
∑   = Total of error
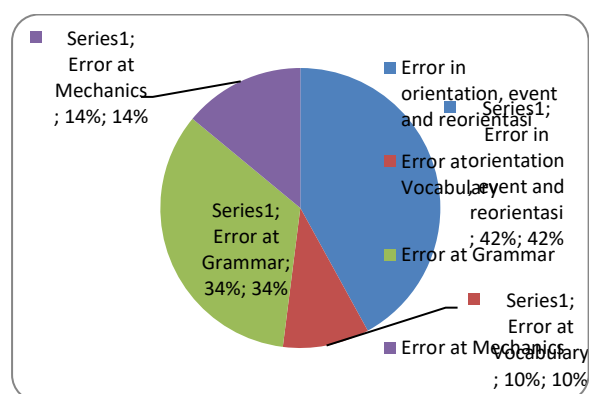
Table 3.3 Scoring System of Writing Narrative Text Score

No	The item to be evaluated	Descriptions	Score
1	Organization ☐ Orientation ☐ Events ☐ Reorientation	Excellent; the major point of the text are supported by relevant. Orientation, events and reorientation in detail.	30-35
		Good; the major points of text are support by Orientation, Events and Reorientation but rather less relevant details of content	25-29

No	The item to be evaluated	Descriptions	Score
		Average; the major points of text are supported Orientation, events and Reorientation but less relevant detail of content	19-24
		Poor; the major points of text are supported by un related Orientation, Events and Reorientation.	15-18
2	Vocabulary ☐ Noun ☐ Verb ☐ Adjective	Excellent; the paragraph shows that the usage of words such as personal noun, linking verb, and adjectives are used appropriately	27-30
		Good; occasional errors of words form such as personal noun, verb, and adjectives shown in the paragraph but the meaning is not obscured.	22-26
		Average; frequent errors of word form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	17-21
		Poor; the paragraph does not show that the writer understands the usage of words as personal noun, linking verb and adjectives.	13-16
3	Grammar ☐☐☐☐Simple Past Tense - Subject-Verb Agreement - Articles - Prepositions - Pluralizations - Pronouns - Conjunction	Excellent; the paragraph contains complete sentences and correct use of simple present tense, degree of comparison and adjective	22-25
		Good; there are mostly complete sentences. There are still several error in simple present tense, degree of comparison and adjective	19-21
		Average; there are few complete sentences. There are frequent errors in of simple present tense, degree of comparison and adjective.	11-10

No	The item to be evaluated	Descriptions	Score
		Poor; the paragraph shows that the writer does not master the grammar or not enough to be evaluated in of comparison and adjective	5-10
4	Mechanics - Punctuation - Capitalization	Excellent: Spelling, punctuation and capitalization are correct.	8-10
		Good; occasional errors of spelling, Punctuation and capitalization in a paragraph.	5-7
		Average; Frequent errors of spelling, punctuation and capitalization in a paragraph.	3-4
		Poor; no mastery of convention, dominated by errors of spelling, punctuation and capitalization.	1-2

THE RESEARCH RESULT AND DISCUSSION

The Research Result

The data collected on this issue revealed that analysis errors made the students of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text. The analysis reveals the kinds of errors and the most dominant error made by the students of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text.

As previously stated, this study means to explain the errors in writing narrative text made by the eighth grade student of SMP Negeri 6 Lhoksukon Aceh Utara in Academic Year 2021/2022. After collecting and analyzing the data, the writer found that there were a lot of errors. The errors are classified based on the items of specification. There were 4 classifications of the errors, content of recount text, vocabulary, grammar and mechanics. The result of the analysis can be put in tabularized as follows:

Table 4.1 The Classifications of the Errors

No	Type of Error	Total	Percentage
1	Error in content: Orientation, Event and Reorientation	62	42
2	Error at Vocabulary	15	10
3	Error at Grammar	51	34
4	Error at Mechanics	20	14
	Total	150	100

To make the classifications of the errors clearer thus the classification is presented in the following diagram.

Picture 1. Diagram of the Classifications of the Errors

There were one hundred and fifty (150) errors that were found. The errors were classified as follows: (1) Error in Content which consists of (a) orientation = 17 errors, (b) events = 26 errors, (c) reorientations = 19 errors, and the total errors are 62; (2) errors in vocabulary = 15 errors, (3) errors in grammar = 51 errors, and, (4) errors in mechanics = 20 errors.

Errors in Content of narrative text in this area are 62, therefore, frequency of this error is 42 %. Errors in Vocabulary in this area are 15. Therefore, its frequency is 10%. The occurrence of errors in grammar are 51. Therefore, its frequency is 34%. Errors in mechanics in mechanic are 20. Therefore, its frequency are 14%.

Writing a narrative text refers to the ability of the students to create their idea through of the text. However, many students still make an error in writing the texts. Based on the findings in the research, the writer found some error in writing narrative texts made by students of the Eighth grade students of SMP Negeri 6 Lhoksukon Aceh Utara in academic year 2021/2022.

The errors occurred in orientation was 17, events was 26, and the reorientation was 19. Orientation is one of components of narrative texts. Not all of students started their writing by introducing the participants, place and time that they are supposed to. Mostly, they got the problems at the beginning of the story.

Error at vocabulary refers to error related to the use of word based on its functions. That means when the students write sentences, they are supposed to know whether the word should be as verb, noun, adjective or adverb. Based on the finding of this research, it is 10 % error done by the students of the eighth grade students of SMP Negeri 6 Lhoksukon Aceh Utara in vocabulary.

Error at grammars are divided into some more categories. There are errors in using verb groups–which are the most frequent ones made by the student, errors at the agreement between subject and verb, errors in the use of articles, errors in the use of preposition, errors in pluralization, errors in the use of pronouns, and errors in the use of conjunction.

Errors in using verb groups are the most frequent ones made by the student. In using verb groups, there are some rules to be obeyed, such as: the form of the sentences whether it is the active or passive form, and the tense of the sentence. These rules are complex so that the students often make errors in this area.

Agreement between subject and verb is influenced by the subject form whether it is singular or plural. To construct a correct sentence structurally, the verb must agree with the subject. The students fail to recognize and it means the students are failed to construct correct sentences structurally. Thus, the students must be able to identify the subject whether it is singular or plural. Having no competence in identifying the subject will make students fail to produce the correct form of the verb. It means that the students have made error in making the agreement between subject and verb.

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/an). People use definite articles (the) if the noun has been mentioned before or if the noun has been familiar.

The developed historically from a word meaning this and still retains some of the basic meanings of the pointing demonstrative. The serves to particularize a noun.

It helps to distinguish the known from the unknown. It many narrow down a class, or it may even limit the class to one. While, we use indefinite article (a/an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used. Thus, to be able to use an article properly, the students have to be sensitive in differentiate them.

Prepositions are always followed by nouns (or pronouns). They are connective word words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession,

and condition, between their objects and other part of the sentence.

Pluralization is a process of adding morpheme (s/es) to pluralize nouns. There are many exceptional nouns that do not use adding s/es to construct their plural forms. Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns. The student made error in this area.

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. The rules in using them are the same with their rules in Indonesian. Despite the same rules, the students still make errors in this area. Errors also occurred on mechanics. Mechanics means the students error on spelling, capitalization and punctuation.

Next, the common error made by the students is in grammar. The number of errors made by the students are 51 or 34%.

CONCLUSIONS

After conducting the research, doing the analysis, and presenting the result, the conclusion and suggestion or pedagogical implications of this research is also presented.

Based on the finding of the analysis, it shows that the students made a at writing total of 150 errors in writing narrative text which consist of 62 or 42 % errors in writing content of the text, 15 or 10 % errors at vocabulary, 51` or 34% errors at grammar and 20 or 14.9% errors at mechanics.

Next, according to the findings, the students have not mastered the use narrative text writing, that can be seen from the number of the errors made. The students made error at composing the orientation, events and reorientation.

Furthermore, the students still need to learn writing grammatically. Although they had been taught about it before, they were still confused which one to use when making grammatical sentences. The students were still confused in making the agreement between subject and verb. It could be because in Indonesian, there is no agreement between subject and verb. The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because there is no definite article used in Indonesian language grammar.

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