

**GRAMMATICAL ERROR ANALYSIS ON NARRATIVE TEXT
IN THE FOURTH SEMESTER STUDENT OF ENGLISH
EDUCATION DEPARTMENT AT TARBIYAH AND TEACHER
TRAINING FACULTY OF IAIN PONOROGO
IN THE ACADEMIC YEAR 2017/2018**

THESIS



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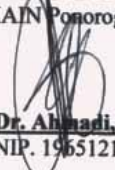
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ABSTRACT

Rohimah, Eliya Hidayatur. 2018. *Grammatical Error Analysis on Narrative Text in The Fourth Semester Students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo in The Academic Year 2017/2018.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, the State Institute of Islamic Studies Ponorogo. Advisor: Dr. Dolar Yuwono, M.Pd.

Key Words: Error, grammatical analysis, narrative text

Grammar is rules of the language to combine the word into the sentence. Grammatical error rarely happen when combine the word. Grammatical error is a typing error in grammar can change the meaning of the text. Especially in writing skill, many student have problem to make a sentence. This research aimed to analyze grammatical error in the fourth semester student of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo in The Academic Year 2017/2018

The problem statement of the research is what grammatical error analysis on Narrative text in the fourth semester students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo in the Academic Year 2017/2018?. The objective of the research is to know the kinds of grammatical errors on narrative teks made by Fourth Semester Students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN in the academic year 2017/2018.

The research approach was qualitative research and design was content analysis. The objects of this research were 20 students. The data were collected through assignment on writing narrative text. The data were collected through document. To analyze the error, the researcher use error analysis method by Ellis. Also to analysis the data, the researcher used data reduction, data display and conclusion drawing/verification.

The results of this research showed that three types grammatical error found in narrative text. The first was Verb agreement. The total errors were 5%. The second was Tenses. The total errors were 90%. The last was Noun phrase. The total errors were 18%. The dominant of grammatical error is tenses.

CHAPTER I

INTRODUCTION

A. Background of Study

In the era of globalization, the need of mastering foreign language. Especially English language which can make communication easier in international world is very urgent. English as communication language used in many sectors of life, takes an important role such as, trading, bilateral relationship, science, technology, and many others. English is used by many people all over the world to connect and share also communicate in all fields. Therefore, people should understanding and mastering English in order to gain the broader knowledge, information, and technology.

Learning English language consists of four skill that must be mastered by the student. The skills are listening, writing, speaking and reading. Besides, they must also have capability of grammar. Michael Swan states that grammar is the rules that show how words are combined, arranged or changed to show contain kinds of meaning¹. So grammar is important subject that we must learn to master English language. According to James, Grammar instruction is a significant part of the language arts curriculum at all levels of public education. Because performance expectations are high, pro- spective teachers face several challenges

¹ Michael Swan, *Practical English Usage* (New York: Oxford University Press, 2005), 19.

before they enter the classroom. They must know English grammar exceptionally well.²

When students learn English, their first and target language could be mix and influence each other. The patterns of the target language can be very different from those of their first language. Mostly, students are using the Indonesian sentence patterns unconsciously when they write English sentence without paying attention to the rules. Furthermore, Murcia and Hilles states that "grammar often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations."³

According Harmer proposes that 'there are some aspects that must be concerned in the writing process, such as language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking writing for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting down various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version.'⁴

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He

² James D William, *The Teacher Is Grammar Book* (New Jersey: Lawrence Erlbaum Associates, 2005), 17

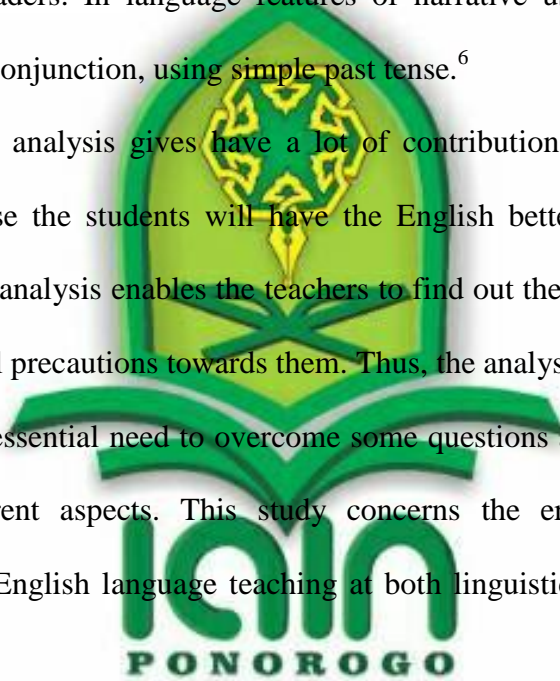
³ Murcia And Hilles, *Techniques And Resources In Teaching Grammar* (New York: Oxford University Press, 1987), 8.

⁴ Harmer, Jeremy. *The Practice Of English Language Teaching 3rd Edition* (London: Longman, 2002), 255.

can correct his error's utterances by himself. While in writing, one communicates through the language it self. Written language cannot be changed once since it has been printed/written out, thus writer should arrange his words accurately to create an understandable message.⁵

One of the kind writing genre is narrative text. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. In language features of narrative using processes verbs, using temporal conjunction, using simple past tense.⁶

An error analysis gives have a lot of contribution for learning English language because the students will have the English better mastery. Erdogen stated that error analysis enables the teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects. This study concerns the error analysis and its contribution to English language teaching at both linguistic and methodological levels.⁷



According Dulay mentions that the Error analysis has yielded insight into L2 acquisition process that has stimulated major changes in teaching practices.

⁵ Lulu Meilina Alfiyani, *An Analysis Of Grammatical Error In Writing Among The Second Semester Student Of English Department Of Yogyakarta State University In The Academic Year Of 2011/2012* (Thesis), Yogyakarta, 2013)

⁶ August 22, 2011. "Narrative Text". *What Is Narrative Text?* (Online), (<https://Pakpuguh.Wordpress.Com/2011/08/22/1-Narrative-Text/>, Diakses January 14, 2018)

⁷Endorgan, *Contribution Of Error Analysis To Foreign Language Teaching*. Mercin University Journal Of The Faculty Of Education, Vol.1, Issue 2, December 2005, 261-270.

The students were expected to be able to write in English passive voice. As the stimulus, the students were given English sentences in active form and they were asked to write them again using the structure of passive voice. Those students' works were used as the preliminary data, which were analyzed to find and identify the errors made by the students.

Likewise, university students are often use the way of thinking and concept from their native language to express their ideas in English as well. They need to learn how to transfer their knowledge of rule/grammatical concepts of target language from oral language to written language. The difficulties in applying the rules of the language in writing cause students make errors. Dulay in language two book states that "an error is a noticeable deviation from the adult grammar of a native. It means that learners make errors because they lack knowledge of the rules of the target language. They may make the same errors at other times. Error is often considered as students' mistake in learning a language because the comprehension of that rules related to the student's ability." Selinker in language two book points out that "when a student makes a mistake, it is not the fault of the teacher or the materials or even the students, but it is a natural part of a learning process." People cannot learn language without systematically committing errors first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the researcher tries to collect information about students' errors in writing. Further analysis is needed in

order to know in which language aspects they make errors and their frequency.

Since English Education students are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers. They should not only become good listeners and speakers, but also good readers and writers. It is impossible to teach effectively if their English ability is poor. They will teach writing effectively if they master writing and other language skills. In attempting to master aspects of writing skills, it is necessary to analyze errors in written text to find out how much their acquisition are obtained in teaching process.⁸

So, by analyzing the student's grammatical errors in writing that important for English learners to have a good understanding on it. In writing narrative text, sometimes the students do not understand entirely about grammatical. It is quite possible for them to make errors. These errors should be corrected by them to avoid the students from creating the same errors. So that, it can make students understanding to able grammatical error in written.

Based on statements above, the writer intend to take research with The title **“Grammatical Error Analysis on Narrative Text in The Fourth Semester Students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo in The Academic Year 2017/ 2018.”**

⁸ Alfiyani, Lulu Meilina. *An analysis of grammatical error in writing among the second semester student of English department of Yogyakarta state university in the the academic year of 2011/2012* (Yogyakarta: Thesis, 2013), 3.

B. Research focus

Related to the problems formulated above, there are two objectives in this research. Describe grammatical error analysis on narrative text in the fourth semester students of English education department at tarbiyah and teacher training faculty of IAIN ponorogo in the academic year 2017/ 2018.

C. Statement of the Problem

What are grammatical errors on narrative teks made by fourth semester Student of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo in the academic year 2017/ 2018?

D. Objective of The Study

To descriptive the kinds of grammatical errors on narrative teks made by Fourth Semester Students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN in the academic year 2017/2018.

E. Significances of the Study

1. Scientific Significance

The research provides more insight into the learning of writing program.

2. Practical Significance

- a. For the English teachers: The result of this study provides feedback for teachers of English Education Department that may be useful to recognize

students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. The result of the study will evaluate them selves whether they are succesfull or not in teaching English.

- b. For the students: The result of the study will show them in what aspect in grammar which is difficult for them. By this way, the students are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors.
- c. For other researchers: The researcher hopes that this study can inspire other researchers to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing study.

F. Organization of The Study

This research consists of five chapters and each chapter is related to each other which is a unified whole with systematic as follows:

- CHAPTER I** : Introduction, this chapter describe the basic pattern of the entire contents of thesis that consists of the background of the study, research focus, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.
- CHAPTER II** : Theoretical Review and Previous Research Finding this chapter explains the theoretical review of error

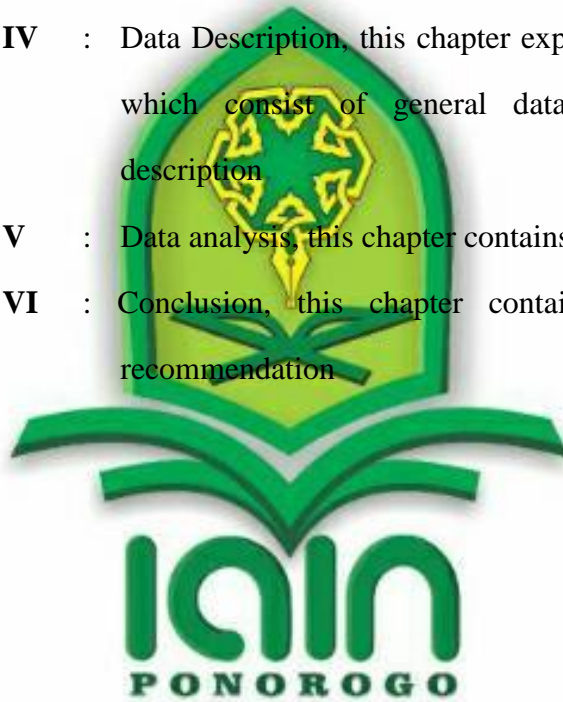
analysis, grammar, writing, and narrative texts and also previous research finding.

CHAPTER III : Research Methodology, which presents to research design, researcher role, research location, source of data, data sources, procedure of collecting data and technique of data analysis checking of data validity and research procedure.

CHAPTER IV : Data Description, this chapter explains data description which consist of general data and specific data description

CHAPTER V : Data analysis, this chapter contains the data analysis

CHAPTER VI : Conclusion, this chapter contains conclusions and recommendation



CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Previous Research Finding

There is a previous study that is found by the researcher. There is previous research that is found by researcher. This researched taken by Rochman Abdul Aziz from English Department, IAIN Ponorogo. The research is titled **Grammatical Errors In Student Descriptive Writing at SMK Muhammadiyah 5 Purwantoro**. In that research conclusion, the researcher writes: The result shows that the grammatical error made by the student are in the form of Punctuation and Spelling for the highest errors by 42 student or 93,33%, the second errors in Tenses by 32 students or 71,11%, the third is error n pronoun by 30 student or 66,67%, the fourth is errors in sentence pattern by 14 student or 31,11%, and the last lower errors in preposition by 3 students or 6,67%. In SMK Muhammadiyah 5 Purwantoro the researcher concludes from the students that the dominant error is punctuation placement in coma, fullstop, capitalization, and apostrophe. For spelling, the research find highest errors because students can't differentiate alphabet in English pronunciation because many student can't differences about alphabet in English pronunciation. The researcher found errors on 42 student or 93,33%.

The second previous research that is found by the researcher. This researched taken by Anna Dewanti from English Department, Universitas Airlangga. The research is titled **An Analysis of Grammatical Errors in Writing Narrative Texts Done By the Second Semester Students at the Diploma Program English Department in Airlangga University Surabaya**. In that research conclusion, the researcher writes: Theory of grammatical errors taxonomy and which type of errors is the most dominant one done by the second semester students at the diploma program English department in Airlangga University. In order to obtain valid findings, qualitative method is used in this study. Twenty six (26) narrative texts were collected from 26 students in the second semester. Based on the error analysis conducted, the study found that errors regarding verb-verb groups are the most dominant errors (39.07 %), with the biggest number of errors are in omission of suffix -s/ -es/ -ed/ -ing (18.19 %). Then it is followed by the miscellaneous errors which cannot be analyzed using (Ho, 2005) theory (32.11 %). The third rank is the errors regarding noun-noun groups (13.02 %). Then, it is followed by errors regarding preposition which amount 9.08 %. Last, the errors regarding sentence structure occurred in percentage 6.72 %. The findings indicate that the students have difficulties in using correct verb-verb groups, especially in omission of suffix -s/ -es/ -ed/ -ing. This problem may occur due to their lack of knowledge of English grammatical rules.

B. Theoretical Background

1. Error analysis

a. The Definition of Error

As learner of a foreign language, making some error can not be avoidable for students. Error can be indicated process of formation a new system of language. Erdogan, the research assistant of Mersin University Faculty of Education points out that Errors were considered as being the result of the persistence of existing mother tongue habits in the new language.⁹ Hubbard, et.al. adds the definition about error that —Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it.¹⁰

Douglas Brown also defined error as a notice able deviation from the adult grammar of the native speaker, reflects the competence of the learner.¹¹ In addition, Noam Chomsky, the American linguist, pointed out that native speaker makes many errors when they are speaking (performing), even though the native speaker has, by definition, a perfect command of his language-perfect knowledge of grammatical rules, lexis and the sound system.¹² Furthermore, John Norrish states about the error

⁹ Endorgan, *Contribution of Error Analysis to Foreign Language Teaching*. Mersin University Journal of the Faculty of Education, Vol.1, Issue 2, December 2005.

¹⁰ Hubbard, et.al., *A Training Course for TEFL* (New York: Oxford University Press, 1983), 134.

¹¹ Brown, *Principles of Language Learning and Teaching, 4th ed* (New York: Longman, 2000), 217.

¹² Hubbard., *A Training Course for TOEFL* (New York: Oxford University Press, 1983), 133.

that Let us call a systematic deviation, when a learner has not learnt something and consistently gets it wrong', it is an error.¹³ Susan and Larry points out about error that It is likely to occur repeatedly and is not recognize by the learner as an error.¹⁴

Based on some definitions from the experts above, the writer would like to define what the error is. Error is an unacceptable performance of the student's work which find regularly and they cannot self corrected their own mistake. Errors discussion can be an indicator of the students' level in mastery of their target. From the errors that the students commit, the one can determine their level of mastery of language system.

b. The different between Error and mistake

In linguistics, it is considered important to distinguish errors from mistakes. A distinction is always made between errors and mistakes where the former is defined as resulting from a learner's lack of proper grammatical knowledge, whilst the latter as a failure to utilize a known system correctly.¹⁵ Brown terms these mistakes as performance errors. Mistakes of this kind are frequently made by both native speakers and second language learners. However, native speakers are generally able to

¹³ Norrish, *Language Learners and Their Errors* (London: The Macmillan Press, 1983), 7.

¹⁴ Grass and Selinker, "Second Language Acquisition": *An Introductory Course* (London: Lawrence Erlbaum Associates, Inc., 2001), 78.

¹⁵ Brown, H. Douglas. *Principles of Language Learning and Teaching*. (New Jersey: Prentice Hall Regents, 1994), 205.

correct themselves quickly. Such mistakes include slips of the tongue and random ungrammatical formations. On the other hand, errors are systematic in that they occur repeatedly and are not recognizable by the learner. They are a part of the learner's interlanguage, and the learner does not generally consider them as errors. They are *errors* only from the perspective of teachers and others who are aware that the learner has deviated from a grammatical norm.¹⁶ That is, mistakes can be self-corrected with or without being pointed out to the speaker but errors cannot be self-corrected.¹⁷

c. Definition of Error Analysis

According to Carl James, error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. In addition, Ellis in Tarigan defines that error analysis as —an error analysis of language is a procedure which is usually used by language researchers and teachers consist of sample collection, explanation of error and its classification based on evaluation or the level of scoring of the errors.¹⁸

¹⁶Gass, Susan M. Selinker, Larry. *Second Language Acquisition: An Introductory Course* (Routledge, 1994), 102.

¹⁷Nika Purwati; et al. *Research in English and Applied Linguistics (REAL Vol 2)*, 307.

¹⁸Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Angkasa: Angkasa, 1990), 170.

Gass and Selinker also states about error analysis, that is as the name suggests, it is a type of linguistic analysis that focuses on the errors learners make.¹⁹

Furthermore, Erdogan comments an error analysis, that is a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies.²⁰ Also, a quote by Muriel states that error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners' creative ability to construct language.²¹

Based on some definitions from the experts above, the writer points out that error analysis is a way to get information from unacceptable performance by second language students which can be valuable source to help teachers whether the learning process is success or not. In the other words, error is believed as an indicator of the learner stages in their target language development.

¹⁹ Grass and Selinker, *op.cit*, 79.

²⁰ Erdoğan, *op.cit*, 262.

²¹ Troike, *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2008), 37.

d. The Source of Error

1) Interlanguage Errors

Richards says, “interlingual errors are errors which are caused by interference from the native language to the target language they learn”.²²

2) Intralanguage Errors

Intralingual errors are caused by interference of the target language.²³ Meanwhile, Jack C. Richard divided causes of error into four areas; those are over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.²⁴ According to John Norris, there are three factors that can be classified as the causes of errors they are²⁵ carelessness, first language interference and translation.

Another source of error is the context of learning which is told by Brown. Context of learning refers to a classroom situation that is built by teachers or materials (or both) that leads to errors made by the students.

²² J. C. Richard, *Error Analysis* (England: Longman Group Ltd, 1974), 35.

²³ J. C. Richard, *op, cit*, 46.

²⁴ Thea S. Kusumo, *Pengelolaan Pengajaran Bahasa Inggris II* (Jakarta: UT, 1999), 46-48.

²⁵ John Norris, *Language Learner and They Error* (New York : Macmillan Press, 1983), 21-

From several kinds of source of error mentioned above, the researcher adopts mainly 3 kinds of them that are: the interlingual error, intralingual error, and context of learning.

e. Goal of Error Analysis

Ellis discusses the good reasons for focusing on error, which are:

- 1) They are a conspicuous feature of learner language, raising important question of Why do learners make errors?‘
- 2) It is useful for teachers to know what errors learners make
- 3) It is possible that making errors may actually help learners to learn when they self-correct the errors they make.

Moreover, Ellis claims that —classifying errors in these ways can help us to to diagnose learner‘ learning problem at any one stage of their development and to plot how changes in error patterns occur over time.²⁶

In her Journal Should We Correct Our Students Errors in L2 Learning? proposes the negative and positive effects of error correction. The negative effects of error correction are:

- 1) Undermined student‘ s confidence and forced them to waste so much effort on details that used to lose the overall ability to use language.
- 2) Break the flow of conversation- especially when the teacher interrupts the student before he has finished his utterance.

²⁶ *Ibid*

3) Lower the student's motivation as only his failures and not his goals are highlighted.²⁷

In addition, Martínez points that —if everything corrected, the student does not take the challenge to produce second language unless they are confident that it is correct.²⁸ Despite of that, Martinez points that —teacher should correct the mistake by students immediately then learn correct version. The writer would like to conclude from Martinez's statements that teacher should find the right way in analyzing and correcting the student's error, so the negative effects would be disappearance

Levine's opinion in Gómez is analyses the effects of non giving confirmation nor disconfirmation to the students guesses and accounts that if an error is not corrected, both speaker and the rest of the class will consider it a right, utterance to be learnt.²⁹

Norrish informs that error analysis can give a picture of the type of difficulty learners are experiencing. If carried out on a large such a survey can be helpful in drawing up a curriculum.³⁰ Jack C.Richard also reports

²⁷ Martínez, *Should We Correct Our Students Errors in L2 Learning?* (Encuentro, vol 16, 2006).3

²⁸ *Ibid.*

²⁹ *Ibid.*

³⁰ Norrish, *Language Learners and Their Errors* London: The Macmillan Press, 1983), 80.

that —one of the goals of error analysis was to help construct an account of the second-language learner’s linguistic competence.”³¹

Based on some definitions from the experts above, the writer would like to identify the goal of error analysis. From the information of error analysis, the teacher or researcher can identify that teaching or learning process is successful or not. However, the teacher should know how to correct the error of the students in order that they do not make the same error again. In other word, the teacher or researcher should improve or use suitable technique of teaching in order to decrease the student’s error.

f. Procedures of Error Analysis

James explains the procedures of error analysis that they are detection, locating, describing and classifying error. a. Error detection is a stage of identification in which the analyst realizes the error happen b. Error location means to locate the error detected before c. Error description is explaining the error happen d. Error classification is the step to classify the errors; whether the errors belong to subject and verb agreement, tense, etc.³²

³¹ Ishida, “Error Analysis and Its Significance in Second Language Teaching”: *A Brief Survey of the Theoretical Aspect of Error Analysis* (1982), 1.

³² James, “Errors in Language Learning and Use”: *Exploring Error Analysis* (London: Addison Wesley Longman Limited, 1998), 91-97.

However, Ellis investigates that —identifying errors have to compare the sentence learners produced with what seem to be the normal or correct sentence in the target language which correspond with them.³³

For example:

*“A man and a little boy was watching him.”³⁴ the correct sentence:

“A man and a little boy were watching him.”³⁵

Ellis explains that by comparing the two sentences we can see that Jean has used *was* instead of *were* an error in subject-verb agreement.³⁶

Ellis in Muriel also accepts that the procedure for analyzing learner errors includes the following steps:

- 1) Collecting of a sample of learner language. Most samples of learner language which have been used in error analysis include data collected from many speakers who are responding to the same kind of task or test (as in Morpheme Order Studies, which are discussed below). Some studies use samples from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing L2 exposure and proficiency.

³³ *Ibid*, 16.

³⁴ *Ibid*

³⁵ *Ibid*

³⁶ *Ibid*

- 2) Identification of errors. This first step in the analysis requires determination of elements in the sample of learner language which deviate from the target L2 in some way. According to Corder, he distinguishes between systematic errors (which result from some kind of processing failure such as a lapse in memory), which he excludes from the analysis.
- 3) Description of errors. For purpose of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentence, negative constructions), or more specific linguistic elements (e.g. articles, prepositions, verb forms).
- 4) Explanation of errors. According to Corder, why an error was made is the most important step in trying to understand the process of second language acquisition. Two of the most likely causes of L2 errors are interlingual (between language) factors, resulting from negative transfer or interference from L1 and intralingual (—within language) factors, not attributable to cross-linguistic influence. Intralingual errors are also considered developmental errors and often represent incomplete learning of L2 rules or overgeneralization of them. Distinguishing between interlingual and intralingual errors implicitly builds upon CA procedures, since the distinction requires comparative knowledge of L1 and L2. For example, the following passage was in a

letter written to me by a native Korean speaker. I have underlined and numbered the errors.

In addition, Martínez distinguishes —two types of correction, the implicit with correct the student's error by repetition of the conversation; and the explicit one with teachers do not highlight the error until the student realize and can be correct it by themselves.³⁷ Based on some explanation of procedures of error analysis above, the writer uses the procedure of error analysis by Ellis and Muriel. The procedures are suitable for analyzing learners error. They are collecting the result of test, identifying the errors from the test, descriptioning the error in category and explanationing the reason why the learner make some error.

2. Grammatical Structure

a. Definition of Grammar

All languages have its own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Thornbury states that “Grammar is partly the study of what forms (or structures) are possible in

³⁷ *Ibid*, 4

a language.” Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed.³⁸

Harmer states that ‘grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language’. It is the structure and meaning system of language.³⁹ In addition, Ur defines ‘grammar as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning’.⁴⁰ He writes that grammar tells how the rules of language actually works, they arrange and shape words. From the statement above, we know that grammar are explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be matered in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of

³⁸ Thornbury, S. “Natural Grammar”: *The Keywords of English and How They Work* (Oxford: Oxford University Press, 2004), 1.

³⁹ Harmer, Jeremy. *The Practice of English Language Teaching 3rd Edition* (London: Longman, 2002), 12.

⁴⁰ Ur, P. “Grammar Practice Activities”: *a practical guide for teachers* (Cambridge: Cambridge University Press, 1988), 4.

speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult.

Swan in *The Practice of English Language Teaching 3rd Edition* states that good rule include ‘simplicity’ (it may cause problems), ‘truth’ (because clearly some rules are more ‘true’ than others), ‘clarity’ (because rules that are unclear help nobody) and ‘relevance’ (because there are some things which a teacher or student probably does not really need to know). Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing.⁴¹

Barkhudarov states that a language has grammatical category which represent linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each-other and that have constant grammatical means of their own to express them. There must be the following features:

- 1) It has general grammatical meaning of number;
- 2) It consists of two particular meanings; singular and plural;
- 3) Singular is opposed to plural, they are antonymous;

⁴¹ Harmer, Jeremy. *The Practice of English Language Teaching 3rd Edition* (London: Longman, 2002), 17.

4) Singular and plural have their own constant grammatical.⁴²

Lyons in Soetikno classifies grammatical category into three types:

1. The primary categories, which consist of the word classes such as the Noun, Verb, Adjective, Adverb.
2. The secondary categories, which includes the notions of Number, Gender, Case, Person, Tense, Mode, Voice. Functional categories, which discuss the notion of Subject, Predicat, Object, etc.⁴³

b. English Grammatical Aspects

1) Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are:

a) Nouns

Nouns is one of important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it ma fuction as the chef or “head”word in many structures of modification. The type of noun:

⁴² Iriskulov, A., T. *Theoretical Grammar of English* (Uzbek State World Languages University, 2006), 13.

⁴³ Lynch, Tony. *Communication in the Language Classroom* (Oxford: Oxford University Press, 2008), 267-269.

b) Proper nouns

A proper noun begins with a capital letter in writing. It includes personal names, names of geographic units such as countries, cities, rivers, names of nationalities, and religions, names of holidays, names of time, units, and words used for personification of a thing or abstraction treated as a person (Nature Liberty). As opposed to proper nouns, all other nouns are classified as common nouns.

1) Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses. We can see, touch, smell the object (Flower, girl). An abstract noun is a word for a concept. It is an idea that exists only in our mind (beauty, justice, mankind).

2) Countable or Noncountable Nouns

A countable noun can usually be made plural by the addition of -s. For example one girl, two girls. A noncountable noun is not used in the plural. *Mass* nouns form one type of noncountable noun. They are words for concrete objects stated in an undivided quantity, for example coffee, iron. Abstract nouns are noncountable. Example: names of school subjects and sports.

a) Collective Nouns

A collective noun is a word for a group of people, animals or objects considered as single unit. Example of collective nouns audience, committee, class, crew, crowd, enemy, faculty, family, flock, government, group, herd, jury, majority, minority, nation, orchestra, press, public, team.

b) Noun compound

The term compound, as it is used for part of speech, refers to group of words- usually two, but sometimes more joined together into one vocabulary unit that function as a single part of speech. Noun compound, as it is used for part of speech, Noun compound consist of the following composite forms.

(1) Noun + noun

This kind of noun compound is most common. *e.g., bathroom, department store, grammar book*

(2) Possessive noun + noun

Sometimes the 's is omitted from the first noun. *e.g., lady's maid, artist's model, traveler's checks.*

(3) Adjective + noun

An adjective + noun compound is usually not hyphenated.

e.g., blackbird, common sense, blue print.

(4) Verb + noun

e.g., Pickpocket, flashlight, dance team

(5) Noun+ verb

e.g., handshake, garbage dump, life guard

(6) Gerund + noun

e.g., dining room, punching bag, wearing apparel.

(7) Noun + gerund

e.g., fortune telling, housecleaning, water skiing

(8) Preposition + Noun

e.g., overalls, by way, downpour

(9) Verb + preposition-adverb

e.g., breakdown, makeup, grown up.

(10) Noun + prepositional pharas

e.g., son-in-law, editor-in-chief

c) Pronouns

A pronoun is a word used in place of one or more nouns.it is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun:

(1) Personal Pronouns

It refers to people and things. They are divided into three categories called *first person* (referring to the person who is speaking; I went to the mall), *second person* (referring to the person spoken to; Joy, can you see the bus?), and *third person* (referring to anyone or anything else; Bob saw us do this assignment).

(2) Interrogative pronoun

It is used to ask question. There are three interrogative pronoun.

- 1) Who (for person)
- 2) What (for things)
- 3) Which (for a choice in involving either persons or things)

The three interrogative pronoun have generalizing forms; Whoever, whatever, whichever. *E.g., Whoever told yo to do such a thing.*

The pronoun *what* also introduce exclamation. *E.g., What a beautiful flower those are!, what is a used with a singular countable noun.*

(3) Relative Pronoun

It is refer to noun antecedents which immediately precede them. Example of Relative Pronoun. The most

common relative pronoun are who (for persons), that (for persons or things), which (for thing).

e.g., She likes the same things that her husband does.

(4) Reflexive Pronoun

It is a combination of self with one of the personal pronoun or with the impersonal pronoun one. Example of reflexive pronoun are myself, himself, herself, itself, ourselves, themselves, yourselves. *e.g., I found it myself.*

(5) Reciprocal Pronouns

It is identify as the subject, like reflexive pronoun that the individual member plural subject mutually react one on the other. *e.g., The amused each other by telling stories.*

(6) Demonstrative Pronoun

It is point out someone or something that . Example of demonstrative pronoun are this (plural these, and that (plural those).

e.g., Theresa, is this yours?

(7) Indefinite Pronoun

It is often does not refer to a specific or definite person or thing. It is usually does not have a definite or specific antecedent as a personal pronoun does. These

pronouns include all, another, any, everybody, much, neither, several, etc. *e.g., Everybody will select another to help with everything.*

(8) Indefinite Pronoun

It is often does not refer to a specific or definite person or thing. It is usually does not have a definite or specific antecedent as a personal pronoun does. These pronouns include all, another, any, everybody, much, neither, several, etc. *e.g., Everybody will select another to help with everything.*

d) Verb

It is varying arrangements with nouns determine the different kinds of sentence, statement, question, commands, exclamations. It has morphological properties; (1) They appear in either a 'past tense' or 'non-past tense', and (2) the non-past tense form takes a suffix-s when the subject is third person singular. Other forms of verbs do exist (e.g., participle and infinitives) but these can be considered to be deverbalizations. There are several types of verb in English:

(1) Linking verb

It is a verb of incomplete predication; it merely announces that the real predicate follows. The important word

in the complement usually an adjective, noun. The –ly adverb of manner are not used with linking verb.

e.g. Adjective: The girl is pretty

Noun: she is a pretty girl

Adverb of manner : quickly, angrily

(2) Transitive or Intransitive verb

A transitive verb takes a direct object, for example he is reading a book. An intransitive verb does not require an object, for example he is walking in the park. Only transitive verb may be used in passive voice, for example the book was returned by him quickly.

(3) Reflexive Verb

Reflexive verb requires one of the compound with – self (reflexive pronoun) as its object express oneself, wash oneself, pride one self, avail oneself.

(4) Auxiliary or lexical verb

It is part from two or more may be joined together into single together into a single verb phrase that functional the full verb of the predicate. The first part of the verb phares is auxiliary and the second part is lexical verb.

e) Adjective

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial ending or by special adverbial modifier that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

f) Determiners

Determiners consist of small group of structure words without characteristic form.

(a) Articles: The, a, an

(b) Demonstrative adjective:

- This, plural these
- That, plural those

(c) Possessive adjective

- From pronoun; my, your, one's, etc
- From nouns; John's, the girl's, etc.

(d) Numeral adjectives

- Cardinal: four, twenty five, one hundred
- Ordinal: fourth, twenty-fifth, one hundredth, etc.

(e) Adjective of infinite quantity : some, few, all, more, etc.

(f) Relative and interrogative adjective: Whose, what, which.

(1) Descriptive adjectives

Descriptive adjective is indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color, inflectional, and derivational endings can be added only to this type of adjective. Some descriptive adjectives take the form of:

(a) Proper adjective: a catholic church, a French dish a shakespearean play

(b) Participial adjectives

- Present participle: a good looking girl, a heart-breaking story
- With – ed added to nouns functioning as the second element of the compound.
- The first element is usually a short adjective : absent minded, ill-tempered, tear stained, far-sighted.

(c) Adjective Preceding

Noun head (Pre-Position) Determiners and descriptive adjectives appear in this position before noun. The determiners precede the descriptive adjective. *e.g., The tall man sat down quickly.*

g) Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. The traditional approach to adverbs has been to assign mainly those words which are made from adjectives by the addition of the ending- ly (quickly, hopelessly), plus certain other words which are difficult to classify, like not, just and soon. Their main function is to qualify the action of the verb in the clause in some way, but they can also be used to add more information to an adjective or other adverb.

e.g., Rex is very happy.

(Very modifies the adjective happy and answers the question, To what extent)

h) Preposition

The preposition is classified as a part speech in traditional grammar. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions.

Preposition is classified into two categories:

(1) Common preposition

It is a word that shows the relationship between a noun or a pronoun and another word in the sentence. e.g.,
The man swam under the bridge. (Under connects the idea of swam and bridge).

(2) Compound preposition

It is composed of two or more words. e.g., He fell down the stairs. (Down is a preposition because it takes more than a single word to tell where he fell).

i) Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

(a) Coordinating conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on. These seven words are for, and, nor, but, or, yet, and so.

e.g., *The coffee was strong, but sweet.*

(b) Subordinating conjunction

This type is often joins two or more unequal clauses to one another. Typically main clause will be connected to a subordinate clause. e.g., *When I arrived home, they had already eaten.*

j) Interjections

It is a word that expresses strong feeling or emotion which is often followed by an exclamation (!) when the emotion is strong or a comma (,) when the emotion is mild. It usually comes at the beginning of the sentence.

e.g., Ouch! I smashed my finger with the hammer.

2) Secondary categories

a) Tense

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future. There are twelve tenses, namely:

(1) Simple Present Tense

The simple present tense has six functions. the functions are as follow:

- Expressing general time
e.g., The sun rises in the east and sets in the west.
- Expressing present time
e.g., She seems to be tired today.
- It is used with verbs of saying and telling
e.g., He says that he cannot come tonight.

- Expressing future time

e.g., The plane leaves tomorrow morning.

- Summaries of a story plot or historic present *e.g., The king addresses the soldiers and asks them to fight bravely for their country.*

- Stage direction

e.g., Mary walks to the window and waves goodbye to her guests.

(2) Present Progressive (Continuous) Tense

This tense is used for a single temporary event that has a beginning and an end. It suggests that an event began and is continuing, but it does not necessarily include the end of the action.

e.g., The play is beginning now.

(3) Simple Past Tense

This tense indicates definite time terminating in the past whether a time word is given or not. This tense has three functions:

- It is used to refer to one event completed in the past. *e.g., I saw him last night.*
- It is used to refer to repeated events completed in the past

and no longer happening.

e.g., She studied music while she was in Paris.

- It is used to refer a duration of an event completed in the past.

e.g., He lived in New York for thirty years and then he decided to return to France.

(4) Past Progressive Tense

It is used to indicate that an activity or state was continuing at that time when another activity occurred.

- It expresses duration of an event at one point in the past.

e.g., At eleven o'clock last night, I was sleeping.

- It is also required for past action in progress which is suddenly interrupted by another past action while the action in progress is uncompleted.

e.g., I was crossing the street when I saw an accident.

- It states which were continuing at the same time, for both or all the activities.

e.g., While I was sowing the seeds, Harry was digging up potatoes and George was picking plums.

(5) Future Tense Non-Progressive

It is used to express future time or indicates future activities and states are formed by using the words will and shall. *e.g., Tomorrow will be Sunday.*

(6) Future Progressive Tense

It is used to indicate a future activity or state that will begin before and continue after a point or period of future time. *e.g., His children will be waiting at the airport to meet him*

(7) Present Perfect Tense Non-Progressive

It expresses indefinite time that begin in the past and extends to the present. This tense is used to represent a duration single act that ends with the moment of speaking or short before it.

e.g., He has worked in the same company for ten years.

(8) Present Perfect Progressive Tense

This tense is used to indicate an activity or state that extends over a period of time that begin in the past and includes the present, and may extend into the future. In other word, it is said that the action (activity) denoted by the verb is more likely to be continuing into the present.

e.g., They've been studying English for three years.

(9) Past Perfect Tense Non-Progressive

It expresses one past time before another past time.

This tense is commonly used to indicate time that proceeds a particular point in a past narrative. This tense is often occurs in sentences containing dependent clauses in which the verb in the main clause is in the past perfect tense.

e.g., The teacher took my paper before I had finished the test.

(10) Past Perfect Progressive Tense

This form emphasizes the duration of one past event taking place before another past event.

e.g., We had been waiting in the doctor's office for an hour before we were told that he was still at the hospital

(11) Future Perfect Tense Non-Progressive

This tense emphasizes the fact that one future time is completed before another future time. This form of tense usually accompanied by a time expression such as on, at, when, by, and before.

e.g., On June 10 She will have been a widow for two years.

(12) Future Perfect Progressive Tense.

This form of tense does not occur very often. It stresses duration of single event in the future that takes place before another future event. *e.g., On April 2, 1972, we shall*

have been living in this house (for) exactly thirty years.

b) Voice

Voice in English grammar refers to the structure of a sentence. There are two voice in English grammar, active voice and passive voice. Voice defines the relationship between a verb and its subject. In active clauses, the subject is the agent responsible for performing the action, but in passive clauses, the subject is the affected entity.

(1) Active voice

In active voice sentence, the agent (the one who does the action in the sentence) is stated explicitly as the grammatical subject. The thing that the agent does something to (the direct object) comes after the verb.

e.g., Julio cooked fried rice

(2) Passive voice

In a passive voice sentence, the thing that the agent does something to, is placed as the grammatical subject of the sentence. The agent (the one who does the action) is placed after the subject, usually in a preposition phrase. We use passive voice when we want to place more emphasis on the object/objects or receiver/receivers of an action. We use it when we do not know who is performing the action, or it is

not apparent who is performing the action it consists of a form of the verb 'be' and a past participle.

e.g., The fried rice was cooked by Julio.

c) Functional categories

Galasso states that functional categories are a class of words (or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose-functional words or items (inflection) are usually utilized in some capacity to form a grammatical relationship with a counterpart lexical item. Functional categories have no descriptive content and assist lexical categories in carrying out grammar.

(1) Subject

The subject of a sentence or clause is the part of the sentence or clause about which something is being said. It is usually the doer of the action and is built around one noun or pronoun or more that, when stripped of all words that modify it. Subject consists of two categories:

(a) Simple subject

e.g., The dog was sick.

A piece of pepperoni pizza would satisfy his hunger.

The subject is built around the noun “piece” with the other words of the subject -- "a" and "of pepperoni pizza" -- modifying the noun. "Piece" is the simple subject.

(b) Compound subject

It is a simple subject consisting of more than one noun or pronoun. *e.g., Team pennants, rock posters and family photographs covered the boy's bedroom walls.*

(2) Predicate

The predicate tells something about the subject.

(1) Simple predicate

It is always the verb or verbs that link up with the subject. It may be one or more words. *e.g., Most birds can fly because they have wings.*

(2) Compound predicate

It is a predicate that includes more than one verb pertaining to the same subject.

e.g., Her uncle and she walked slowly through the unit art gallery and admired the powerful sculptures exhibited there.

(3) Object

Objects usually follow the verb. They may be nouns, noun phrases, pronouns or subordinate clauses.

e.g., Fred bit his thumb. The chimpanzees groomed each other. (direct object)

3. Writing Skill

a. The Nature of Writing

According to Nystrand, writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences.⁴⁴

Furthermore, Sudaryanto says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside.⁴⁵ From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion

Nura says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to addapt with the society. Through writing, readers will

⁴⁴ Nystrand. *Writing English Language Test* (New York: Longman, 1989), 75)

⁴⁵ Sudaryanto.(Februari 2001). *Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik* (Cakrawala Pendidikan. Th XX, No 1, 61-69, 2001), 64

understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.⁴⁶

In addition, Harmer states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.⁴⁷ It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

b. Teaching Writing

The logo of IAIN Ponorogo is a green emblem with a yellow geometric pattern inside a shield-like shape. Below the shield, the word 'IAIN' is written in large, stylized green letters, and 'PONOROGO' is written in smaller green letters underneath. The entire logo is semi-transparent and overlaid on the text.

PONOROGO

Teaching writing is an activity to encourage students to write. Meyers states that writing is a way to produce language you do naturally when you speak. It means that writing is a process of delivering ideas

⁴⁶ Nura, A. *Problematik pengajaran keterampilan menulis lanjut: Upaya menumbuhkan kembangkan minat menulis di usia dini. Komposisi*, Vol. 4 No 1, 69-80. (Padang: FBSS UNP Press, 2003), 71.

⁴⁷ Harmer, Jeremy. *How To Teach Writing* (New York: Longman, 2007), 86.

through written text or translating what is on mind through written language. In order to students can make good writing, they should formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.

In the school setting, Keys in graham book states that writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating and revising text) to accomplish to a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter.⁴⁸ From definition above, it can be concluded that writing enables student to express their ideas which is supported by evidence and conventions in order to make good pieces of writing.

Teaching writing skill can be difficult for any teacher, since approach of learning will be different for almost every student. Some students will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught. Teaching writing should focus from product into process which promising the students to be more competent in writing because it focuses on developing the ideas to produce optimal writing. Quoted Brown in

⁴⁸ Graham, Steve., & Perin, Dolores. "Writing next": *Effective strategies to improve writing of adolescents in middle and high school – A report to Carnegie Corporation of New York* (Washington DC: Alliance for Excellent Education, 2007), 9-10.

Principles of Language Learning and Teaching, process approaches do most of the following:

- 1) Help students writer to understand their own composing process.
- 2) Focus on the process of writing that leads to the final written product.
- 4) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- 3) Give students time to write and rewrite.
- 4) Place central importance in the process of revision.
- 5) Lets students discover what they want to say as they write.
- 6) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer and closer to intention. Encourage feedback from both the instructor and peers.
- 7) Include individual conferences between teacher and student during the process of composition.⁴⁹

The teachers' understanding of what learning is will determine his or her understanding of what teaching is. She can begin the teaching by involving students in what type of activities are interesting to the students. By choosing a topic that involves the students, teacher provides a context within which effective learning on the target area can be

⁴⁹ Brown, H. Douglas. (1994). *Principles of Language Learning and Teaching*. 3rd edition. Englewood Cliffs New Jersey: Prentice Hall Inc, 1994), 355.

understaken. Giving revision and corrective feedback is the effective ways to build the reader oriented awareness and at the same time it is also the ways to handle the big classes. The revision such as necessary changes in material, corrections and improvements in words, sentences, and paragraphs.

4. Narrative Texts

a. Definition of Narrative Texts

Anderson and Anderson say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.⁵⁰ Meanwhile, Percy in Permana and Zuhri state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story.⁵¹ The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

According to Ayres, narrative texts are a form of discourse that has been fixed by writing.⁵² In addition, Keraf states that narrative is a

⁵⁰ Anderson, Mark and Anderson, Kathy. *Text Types in English 2* (South Yarra: Macmillan Education Australia PIY LTD, 1997), 8.

⁵¹ Permana, Tahan Dwi dan Zuhri, Fauris. *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School*. Retain, Volume 01 Nomor 01 Tahun 2013.

⁵² Ayres, Lioness. *Narrative Texts*. <http://srmo.sagepub.com/view/sage-encyc-qualitative-research-methods/n278.xml>. 21 Dec 2013.

form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time.⁵³ From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

Kane in <http://www.englishindo.com/2013/08/narrative-text.html> gives a definition of narrative as the following quotes:

“A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology.”

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

b. Generic Structure of Narrative Texts

Derewianka states that the steps for constructing narrative are:

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

⁵³ Nystrand. (1989). *Writing English Language Test* (New York: Longman, 1989), 139.

- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) Resolution, In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).⁵⁴

Meanwhile, Anderson and Anderson show the steps for constructing a narrative text. They are:

- 1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.
- 2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
- 3) Sequence of events, where the characters react to the complication.

⁵⁴ Derewianka, Beverly. *Exploring How Texts Work* (London: Primary English Teaching Association, 1990), 52.

- 4) Resolution, where the characters finally solve the problem in the complication.

Coda that contains a comment or moral values which can be learned from the story, but this is an optional step.⁵⁵ In addition, Koffman and Reed state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.⁵⁶

Based on the statements above, it can be concluded that the generic structures of narrative texts are:

- 1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.
- 2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen.
- 3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

⁵⁵ Anderson, Mark and Anderson, Kathy. *Text Types in English 2*. (South Yarra: Macmillan Education Australia PIY LTD)

⁵⁶ Coffman, Gerry A. and Reed, Melissa D. *The True Story of Narrative Text: From Theory to Practice*. <http://www.emporia.edu/teach/ncate/documents/CoffmanandReed.pdf>. 20 Dec 2013.

CHAPTER III

RESEARCH METHOD

1. Research Approach

This research applies a qualitative approach. According Denzin and Lincoln in Handbook of Qualitative Research, Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible.

Qualitative methods is their facility to describe and display phenomena as experienced by the study population, in fine-tuned detail and in the study participants' own terms. It therefore offers the opportunity to 'unpack' issues, to see what they are about or what lies inside, and to explore how they are understood by those connected with them.

In education, qualitative research is frequently called naturalistic because the researcher places where the events he or she is interested in natural occur. Moreover, people engaging in natural behavior gather the data: talking, visiting, looking, eating, and so on.⁵⁷

The design of this research is Content analysis. Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches:

⁵⁷ Robert C, Bogdan, *Qualitative Research for Education; An Introduction to Theory and Method*, (London: Allyn and Bacon, 1982), 3.

conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. A summative content analysis involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context. The authors delineate analytic procedures specific to each approach and techniques addressing trustworthiness with hypothetical examples drawn from the area of end-of-life care.⁵⁸

Based on the explanation above, this research use content analysis. The subject of this study is the fourth semester students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo in the academic year 2017/ 2018. There were three classes for Writing II. and the object of the analysis was selected from all fourth semester student in written English tasks of narrative texts. There are several steps to describe the object.

First the researcher collects data in Writting II from written English tasks of narrative text , then identification of error, classification of error, explanation of error and evaluation of error.

⁵⁸ <http://journals.sagepub.com/doi/pdf/10.1177/1049732305276687>

2. **Research Role**

In this research, the researcher be an actor or data collector besides as full objective participant and his/ her status as researcheris known by the informant.

3. **Research Location**

This research takes place at IAIN Ponorogo which is located on Pramuka st. no. 156 Ronowijayan, Siman, Ponorogo, Jawa Timur, Indonesia.

4. **Data and Data source**

In this research, the researcher used population consists of the fourth semester students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo in the academic year 2017/ 2018. There were three classes for Writing II. The specific analysis of the data was selected from all fourth semester student in written English tasks of narrative texts.

5. **Data Collection**

Documentation is technique of collecting data which is taken from note, transcript, newspaper, magazine, inscription, meeting minutes, agenda and so on.⁵⁹ In documentation, the researcher uses assignment on writing narrative text in fourth semester student.

⁵⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendeatan Praktik*, (Jakarta: Rineka Cipta, 2013), 274.

6. Technique of Data Analysis

In analysis data, research uses error analysis method. Corroder as quoted by Ellis suggests the following steps to conduct an error analysis research:⁶⁰

No	Steps	Explanations
1	Collection of the learner language	Deciding what learner language to use for the analysis and how to collect these.
2	Identification of errors	Identifying the errors by underlying the errors the learner made
3	Classification of error	Grouping the errors that have been found and stating the classes of the error
4	Explanation of error	Explaining the errors by establishing the source of the errors and calcuting how often the errors appear
5	Evaluation of errors	Evaluating the errors step involves stabilizing the errors and drawing conclusion.

⁶⁰ Rod, Ellis. Second language acquisitions, (New York: Oxford University Press 2007), 48

a) Collection of the learner language

The starting point In errors analysis is deciding what of learner language to use the analysis and how to collect these. The collecting data can be used interviews and documentation.⁶¹

In this steps researcher uses documentation to collect the data.

b) Identification of errors

Once the data has been collected, the error in the data must be identified to find mistakes that have been made of student (in writing descriptive text)⁶² The research identifies the errors by underlying the errors the learner made.

c) Classification of errors

Once identified there are some errors in the data that has been made disciples. To facilitate the analyzing, have previously identified all of the errors and then classify the errors according to the each class.⁶³ So, researchers must collect descriptive text. Then classify these errors.

d) Explanation of errors (calculating of errors)

Explaining the errors by establishing the source of the errors and calculating how often the errors appear. In this step researcher calculated the errors in order to know how frequent these errors have been made by the fourth semester students of English Education Department at Tarbiyah and

⁶¹ *Ibid* 49

⁶² *Ibid* 50

⁶³ *Ibid* 54

Teacher Training Faculty of IAIN Ponorogo in the academic year 2017/2018. By calculating of each error, researcher can identify the most frequent error and least frequent error made by the students.

To find out the error in each type the researcher uses formula:

$$\% \text{ Type of errors} = \frac{\sum \text{ Student's errors on each category}}{\sum} \times 100$$

Chart 3.1

7. **Checking the Data Validity**

When the research with qualitative with qualitative approach has been begun the research makes efforts to improve the legality of data. This is applied to answer about scientific on result of data. Moeloeng emphasies that checking legality data applied if the research has used the techniques appropriately; therefore the result is responsible in overall research procedures.

8. **Research Procedure**

The data needed in this research were the grammatical errors made by the fourth semester students in their written English tasks of narrative texts. The resercher collected the students' writing English tasks paper to be documented and read carefully. After collecting the data, the next step was data classification and analysis. The following are steps for classifying and analyzing grammatical errors in writing:

- a. Identify the errors which is found on every words, phrase or sentences.
- b. Interpret and describe the data which have been classified systematically.
- c. Making conclusion of research also recommendations
- d. Reporting the research



CHAPTER IV

RESEARCH FINDING

A. General Data

1. Brief History of IAIN Ponorogo

The existence of IAIN Ponorogo could not separate from the Academy of Syariah “Abdul Wahhab “ or ASA which was built on February, 1st 1968 by KH. Syamsuddin and KH. Chozin Dawoedy. This academy became Ponorogo Syariah Faculty of IAIN Sunan Ampel with R.M.H Aboe Amar Syamsuddin as a leader then this academy held the scholar program. In 1985/1968 this academy opened *Qodlo and Muamalah Jinayah* major. In March, 21 1997 the academy of Syariah Faculty of IAIN Sunan Ampel became STAIN Ponorogo (Sekolah Tinggi Agama Islam Negeri) or Islamic State University of Ponorogo so that STAIN Ponorogo not a subdivision of IAIN Sunan Ampel Surabaya anymore and be an autonomous university also opened 3 major of studies, there are *Syariah* (Islamic Law), *Tarbiyah* (Education) and *Ushuluddin* (Islamic Theology).

Finally more than 18 years, STAIN Ponorogo changed its status, from STAIN Ponorogo became IAIN Ponorogo in August 2016. Now, in IAIN Ponorogo there are 20 majors that are consist of 16 scholar programs and 4 magister programs and led by Dr. Hj. Maryam Yusuf, M.Ag since 2016 until

now also get “B” for the institution predicate.⁶⁴ Whereas the major in which the author of this thesis did the research is TBI (Tadris Bahasa Inggris) or English Education also took the fifth semester students of TBI as the object of research.

2. The List of Lecturers and Fourth Semester Students In English Education Department at Education and Teacher Training Faculty of IAIN Ponorogo

In *Pedoman Penyelenggaraan Pendidikan Tahun Akademik 2017/2018* published by IAIN Ponorogo, there are 14 lecturers who have S1 and S2 qualifications of the study also hold English Education as their scientific discipline. Then, the data of fourth semester students in the academic year 2017/2018. Actually there are 78 students of TI A, TI B and TI C however from those numbers, the students who could join the test only 20. As stated by Burns (1997: 365), “In a case study the focus of attention is the case in its idiosyncratic complexity, not on the whole population of cases”,⁶⁵ so the researcher claims that uses 20 students as a sample of research is scientific acceptable. The description of English lecturers and students, as follows:

⁶⁴IAIN Ponorogo, *Pedoman Penyelenggaraan Pendidikan Tahun Akademik 2017/2018*, (Ponorogo: IAIN Ponorogo press, 2017), 2 – 4.

⁶⁵ Ranjit Kumar, *Research Methodology A Step By Step Guide For Beginners Third Edition* (California: Sage Publications Inc, 2011), 123.

Table 4.1 The List of English Lecturers

No	Name	Educational Background	Course
1	Aries Fitriani, M.Pd	S1 Tadris Bahasa Inggris IAIN Sunan Kalijaga Yogyakarta S2 Teknologi Pembelajaran Universitas Adibuwana Surabaya	Ilmu Bahasa Inggris
2	Pryla Rochmahwati , M.Pd	S1 Pendidikan Bahasa Inggris UNESA Surabaya S2 Pendidikan Bahasa Inggris UNM Malang	Ilmu Pendidikan Bahasa Inggris
3	Nurul Hasanah, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Islam Malang	Ilmu Pendidikan Bahasa Inggris
4	Tintin Susilowati, M.Pd	S1 Sastra Inggris Widya Mandala Madiun S2 Pendidikan Bahasa Inggris UM Malang	Ilmu Bahasa Inggris
5	Andi Susilo, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Jember S2 Pendidikan Bahasa Inggris UNISMA Malang	Ilmu Pendidikan Bahasa Inggris

No	Name	Educational Background	Course
6	Dedi Hasnawan, M.Pd	S1 Pendidikan Bahasa Inggris IAIN Sunan Ampel Surabaya S2 Pendidikan Bahasa Inggris Universitas Sebelas Maret Surakarta	Pendidikan Bahasa Inggris
7	Ruliq Suryaningsih, M.Pd	S1 Tadris Bahasa Inggris STAIN Ponorogo S2 Pendidikan Bahasa Inggris Universitas Sebelas Maret Surakarta	Pendidikan Bahasa Inggris
8.	Dhinuk Puspita Kirana, M.Pd	S1 Pendidikan Bahasa Inggris UN Surabaya S2 Pendidikan Bahasa dan Sastra UN Surabaya	Ilmu Pendidikan Bahasa Inggris
9.	Dr. Dolar Yuwono, M.Pd	S1 Pendidikan Bahasa Inggris IKIP Jakarta S2 Teknologi Pembelajaran Univ. Adi Buana Surabaya	Ilmu Pendidikan Bahasa Inggris
10.	Dr. Ahmadi, M.Ag	S1 Tadris Bahasa Inggris IAIN SUNA Malang S2 Studi Islam UNISMA S3 Manajemen Pendidikan UNINUS Bandung	Ilmu Bahasa Inggris

No	Name	Educational Background	Course
11.	Dr. Harjali M.Pd	S1 Tadris Bahasa Inggris IAIN SUNA Malang S2 Teknologi Pembelajaran Univ. Adi Buana Surabaya S3 Teknologi Pendidikan UM Malang	Ilmu Bahasa Inggris
12.	Winantu Kurnianing tyas, S.A, M.Hum	S1 Sastra Bahasa Inggris UN Surabaya S2 Linguistik Univ. Sebelas Maret Surakarta	Ilmu Pendidikan Bahasa Inggris
13.	Ahmad Nadhif, M.Pd	S1 Pendidikan Bahasa Inggris UM Malang S2 Pendidikan Bahasa Inggris UM Malang	Ilmu Pendidikan Bahasa Inggris
14.	Wiwin Widyawati, M.Hum	S1 Sastra Inggris Univ. Dr. Soetomo Surabaya S2 Kajian Sastra Amerika UGM Yogyakarta	Ilmu Pendidikan Bahasa Inggris

Table 4.2 The List of Fourth Semester Students in English Education Department

No	Name	No	Name
1	Ulva Diana	11	Vivie candra
2	Ulfi	12	Fitriani Nurhasana
3	Ita khoiriyah	13	Dina
4	Dian Sari Lr	14	Catur
5	Apriska	15	Reda Umi
6	Sasangka perdana P	16	Avinahari
7	Siti Fatimah tenri sari	17	Muhammad Luqman P. h
8	Nurhadi rohmanudin	18	Yusna Fraesti
9	Siti Fatima	19	Lilis setyo asih
10	Kiki Amalia	20	Febriani puji lestari

3. The English Grammar Textbook

The English textbooks that usually the lecturer uses is *Modern English A Practical Reference Guide* by Marcella Frank which is published by Prentice Hall Inc. Englewood Cliffs, New Jersey USA for “Basic Grammar” subject of study. *Understanding and Using English Grammar, 2nd Edition* which is published by Prentice Hall (1992), New Jersey USA and written by Betty Schramper Azar for “Intermediate Grammar” also other references.

4. The Curriculum of TBI IAIN Ponorogo

The curriculum used at TBI or English Education Department of IAIN Ponorogo is KKNI (Kerangka Kualifikasi Nasional Indonesia) or Market

based curriculum according to Perpres (Peraturan Presiden) no. 8 year 2012. As we know, curriculum is a set of plan or learning rules of teaching – learning activities also as manual of planning, acting, monitoring and evaluating about the teaching – learning activity to reach the purposes of study.⁶⁶ According to KKN curriculum, the alumna of IAIN Ponorogo is able to bring the needs of student together with the needs of society or the other hand there is no discrepancy between academic line with the society or the graduate users.⁶⁷ So, by applying that curriculum, as the English Education department vision, it is able to become the center of education and teaching for the candidate of English teacher competitively.

B. Specific Data

1. The Description of the Data

To Know the description of the grammatical errors in the students narrative text the researcher identify the grammatical errors and classify into 3 aspects: tenses, verb agreement, noun phrase. Than the researcher made the reconstruction of errors in narrative text which made by students.

Here are tables which show us the identification the classification, and the reconstruction of the errors in narrative text which made by fourth semester students of English Education Department at tarbiyah and Teacher

⁶⁶ LPM aL Millah IAIN Ponorogo, *aL - Millah Penjaring Pikiran Kreatif Konstruktif Majalah Mahasiswa*

⁶⁷ *STAIN Ponorogo (Administrasi)* edisi 31 tahun 2014, 21- 22., 24.

Training Faculty of IAIN Ponorogo in the academic year 2017/2018.

Table 4.3 Data of Grammatical Error Analysis on Narrative Text

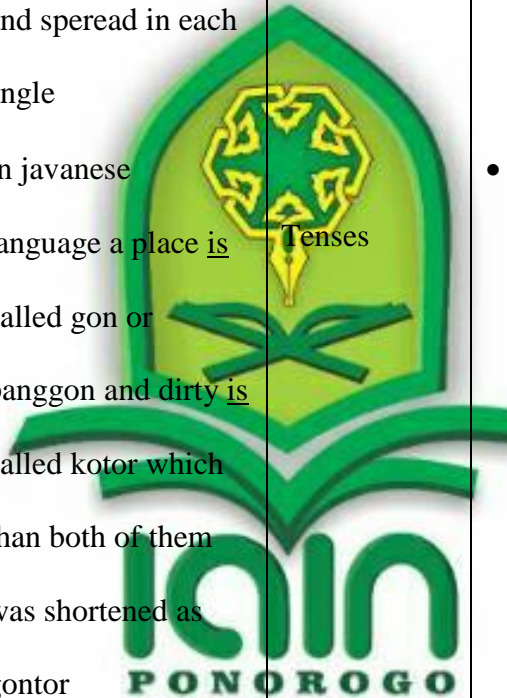
No	Identification of error	Error classification	Reconstruction of error
1	<ul style="list-style-type: none"> • The next day she <u>run</u> away from castle when her aunt and uncle having breakfast • She <u>run</u> away into the wood 	<p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • The next day she ran away from castle when her aunt and uncle were having breakfast • She ran away into the wood
2	<ul style="list-style-type: none"> • We <u>left</u> home not early morning about 09.00 a.m because of misunderstanding of each other other and the minimum of preparing. . • It became longer because there <u>were</u> many people who 	<p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • We didn't leave home early morning about 09.00 a.m because of misunderstanding of each other other and the minimum of preparing. • It became longer because there was many people who want

	<p>want spent their holiday in Pacitan</p> <ul style="list-style-type: none"> • I was so happy to spend all <u>day long</u> with my beloved friends. 	Noun phrase	<p>spent their's holiday in Pacitan</p> <ul style="list-style-type: none"> • I was so happy to spend all long day with my beloved friends.
3	<ul style="list-style-type: none"> • There lived a beautiful girl her named <u>is</u> bawang putih. • So, her father <u>want to</u> marry with her • After married, they made Bawang Putih <u>works</u> so hard when her father went out. • Her step mother and sister made Bawang Putih <u>work</u> all <u>day long</u> • The lady gave them a 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Noun phrase</p>	<ul style="list-style-type: none"> • There lived a beautiful girl her named was bawang putih. • So, her father wanted to marry with her • After married, they made Bawang Putih worked so hard when her father went out. • Her step mother and sister made Bawang Putih worked all long day • The lady gave them a

	<p>different pumpkin which full <u>of</u> <u>poisonous snake.</u></p>	Noun phrase	<p>different pumpkin which full of snake poisonous.</p>
4	<ul style="list-style-type: none"> • Then she told her son to <u>run</u> up the hills because a huge disaster was about to come. 	Tenses	<ul style="list-style-type: none"> • Then she told her son to ran up the hills because a huge disaster was about to came.
5	<ul style="list-style-type: none"> • We planned to make a birthday surprise for one of my friend who <u>is</u> called Nora. • As ever, they <u>will</u> visit my boarding house at Thursday but for some reasons, they visited me in Wednesday. • When we <u>are</u> in the boarding house 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • We planned to make a birthday surprise for one of my friend who was called Nora. • As ever, they would visit my boarding house at Thursday but for some reasons, they visited me in Wednesday. • When we <u>were</u> in the boarding house

	<ul style="list-style-type: none"> We always <u>buy</u> some foods and drink the have a chit-chat 	Tenses	<ul style="list-style-type: none"> We always bought some foods and drink the have a chit-chat.
6	<ul style="list-style-type: none"> My friend his name <u>is</u> sigit ardian. He <u>is</u> best my friend For me in the school He <u>look</u> persued something But I was so <u>supprised</u> of this behavior 	Tenses	<ul style="list-style-type: none"> My friend his name was sigit ardian. He was best my friend For me in the school He looked persue something But I was so surprise of this behavior
7	<ul style="list-style-type: none"> Gontor was a name of a village in ponorogo where an international islamic boarding school <u>stands</u> there named Darussalam Gontor modern Islami 	Tense	<ul style="list-style-type: none"> Gontor was a name of a village in ponorogo where an international islamic boarding school stood there named Darussalam Gontor modern Islami boarding school.

	<p>boarding school.</p> <ul style="list-style-type: none"> Gontor village it self <u>has</u> a different story in its history. Where many criminalities <u>happen</u> and spread in each angle In javanese language a place <u>is</u> called gon or panggon and dirty <u>is</u> called kotor which than both of them was shortened as gontor This boarding school <u>is</u> forerunner of Modern Gontor at this time. 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> Gontor village it self had a different story in its history. Where many criminalities happened and speared in each angle In javanese language a place was called gon or panggon and dirty called kotor which than both of them was shortened as gontor This boarding school was__forerunner of Modern Gontor at this time.
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	<ul style="list-style-type: none"> Gontor had experienced the period of ebb till dead than <u>is</u> was rebuilt again by Trimurti until <u>can</u> progressed like now before <u>look</u> it's a bad and dirty place but now become a good place because of the big and good aim of its society to rebuilt. 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> Gontor had experienced the period of ebb till dead than <u>is</u> was rebuilt again by Trimurti until <u>could</u> progressed like now before look it was a bad and dirty place but now become a good place because of the big and good aim of its society to rebuilt.
8	<ul style="list-style-type: none"> Just as that time, a <u>hunter nearby</u> was throwing out his net to wards the dove 	<p>Noun phrase</p>	<ul style="list-style-type: none"> One time, a nearby hunter was throwing out his net to wards the dove
9	<ul style="list-style-type: none"> After passing through the struggle 	<p>Tenses</p>	<ul style="list-style-type: none"> After passing through the struggle was long

	<p>her house</p> <ul style="list-style-type: none"> • She <u>is</u> talking with some handsome boy • The boy <u>is</u> John. • John <u>is</u> her fiancé. • They <u>will</u> get married soon • we <u>are</u> happy to hear that. 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • She was talking with some handsome boy • The boy was John • John was her fiancé. • They would get married soon. • we are happy to hear that
11	<ul style="list-style-type: none"> • They tried to seize food stock and nobody populace that could <u>opposed</u> 	<p>Tenses</p>	<ul style="list-style-type: none"> • they tried to seize food stock and nobody populace that could oppose
12	<ul style="list-style-type: none"> • After a while they began to listen Syaithan and thought they would <u>have</u> just a little taste of the fruit, just to see what it was 	<p>Tenses</p>	<ul style="list-style-type: none"> • After a while they began to listen Syaithan and thought they would had just a little taste of the fruit, just to see what it was like.

	like.		
13	<ul style="list-style-type: none"> The young man <u>is</u> successful in his life career He had a commitment to <u>have</u> better education as high as possible. With his strong <u>will</u> to be someone 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> The young man <u>is</u> successful in his life career He had a commitment to had better education as high as possible With his strong <u>will</u> to be someone
14	<ul style="list-style-type: none"> But everything <u>has</u> change because the fire country did their invasion. On sunny day in south pole, there's a brother and sister <u>going to</u> fishing in the sea. The sister <u>run</u> and carried his head and 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> But everything <u>had</u> change because the fire country did their invasion. On sunny day in south pole, there's a brother and sister were going to fishing in the sea. The sister ran and carried his head and put him in her jacket

	<p>put him in her jacket</p> <ul style="list-style-type: none"> • But after he <u>show</u> his power of air bender, • He <u>is</u> what the world was needed 	<p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • But after he showed his power of air bender, • He was what the world was needed
15	-	-	-
16	<ul style="list-style-type: none"> • He <u>was</u> lived in Pengging Kingdom. • So, she was <u>confused</u>. She <u>will</u> be Bandung's wife if he want to built 1000 temples in one night • Roro jonggrang so scared if Bandung Bondowoso <u>can</u> <u>built</u> 1000 temples. • She said to Bandung 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • He lived in Pengging Kingdom. • So, she was confuse. She would be Bandung's wife if he want to built 1000 temples in one night • Roro jonggrang so scared if Bandung Bondowoso could build 1000 temples

	<p>Bondowoso, that she <u>will be</u> Bandung's wife if he want to built 1000 temples in one night.</p> <ul style="list-style-type: none"> Roro jonggrang so scared if Bandung Bondowoso <u>can can</u> built 1000 temples Roro Jonggrang <u>make</u> a trickery, so in the eastern sky <u>looks</u> like the sun has risen. temples. Bandung Bondowoso was angry know that Roro jonggrang <u>make</u> a trick. 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> She said to Bandung Bondowoso, that she would Bandung's wife if he want to built 1000 temples in one night. Roro jonggrang so scared if Bandung Bondowoso could build 1000 temples Roro Jonggrang made a trickery, so in the eastern sky looked like the sun has risen. Bandung Bondowoso was angry know that Roro jonggrang made a trick. After that, all of Bandung's Jin hid before they finished the
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	<ul style="list-style-type: none"> After that, all of Bandung's Jin <u>was</u> hid before they finished the 1000 temples. 	Tenses	1000 temples.
17	<ul style="list-style-type: none"> He was <u>married</u> with a beautiful girl and had three children. One day, he had a business in an island which <u>is</u> his hometown. He realized that old woman <u>is</u> his mother Heavy lighting and rain <u>was</u> failing. 	<p>Tenses</p>  <p>Tenses</p> <p>Verb agreement</p>	<ul style="list-style-type: none"> He <u>was</u> marrying with a beautiful girl and had three children. One day, he had a business in an island which <u>is</u> his hometown. He realized that old woman was his mother Heavy lighting and rain were failing.
18	<ul style="list-style-type: none"> Writing an article <u>is</u> still difficult for me 	Tenses	<ul style="list-style-type: none"> Writing an article was still difficult for me

	<ul style="list-style-type: none"> • First, I <u>have</u> problem to get relevant resources because I less in taking the information more. 	Tenses	<ul style="list-style-type: none"> • First, I had problem to get relevant resources because I less in taking the information more.
19	<ul style="list-style-type: none"> • In the forest there lived a big tiger that name <u>is</u> Rama harimau. • Although he known as stronger animal, but he <u>doesn't</u> <u>conceited</u> with his excess. • Therefore, he <u>was</u> selected as leader in the forest. • Rama Harimau <u>has</u> a son, his name was Si Loreng 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • In the forest there lived a big tiger that name was Rama harimau • Although he known as stronger animal, but he did not conceited with his excess. • Therefore, he selected as leader in the forest. • Rama Harimau <u>had</u> a son, his name was Si Loreng

	<ul style="list-style-type: none"> • In the morning, Rama Harimau <u>is</u> regulated Si Loreng. • He must enter into cave on three day and the door's cave <u>will</u> be closed by stone. • He <u>doesn't</u> averse regulate his son. 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • In the morning, Rama Harimau was regulated Si Loreng. • He must enter into cave on three day and the door's cave would be closed by stone. • He did not averse regulate his son.
20	<ul style="list-style-type: none"> • Once upon a time, there was a man called Jaka Tarub who <u>has</u> power of supernatural • He <u>taking</u> one of fairy's shawl. After the fairy's finished bath, they <u>prepare</u> come back to 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • Once upon a time, there was a man called Jaka Tarub who had power of supernatural • He was taking one of fairy's shawl. After the fairy's finished bath, they <u>prepared</u> come back to palace.

	<p>palace.</p> <ul style="list-style-type: none"> • One of the fairys, did not <u>found</u> her shawl • The day begun sunset and she <u>still not found.</u> • She <u>can not</u> come back to place without the shawl. • The secret <u>is</u> Nawang wulan always cooked with a grain of rice • but result <u>is</u> many rice. • Jaka Tarub <u>has</u> been angered and open the cooking's wife 	<p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p> <p>Tenses</p>	<ul style="list-style-type: none"> • One of the fairys, did not find_ her shawl • The day begun sunset and she did not still find • She could not come back to place without the shawl. • The secret was Nawangwu an always cooked with a grain of rice • but result was many rice. • Jaka Tarub had been angered and open the cooking's wife
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2. The Data analysis

According to the description above, researcher can count the student errors into their classification of errors, and there is the tabulation of errors:

Table 4.4 Data of result from classification of errors

No	Name	Classification errors			
		Verb Agreement	Tenses	Noun Phrase	Total
1	Ulva Diana	-	2	-	2
2	Ulfi	-	2	1	3
3	Ita khoiriyah	-	11	2	13
4	Dian Sari Lr	-	1	-	1
5	Apriska	-	5	-	5
6	Sasangka perdana P	-	4	-	4
7	Siti Fatimah tenri sari	-	9	-	9
8	Nurhadi rohmanudin	-	-	1	1
9	Siti Fatima	-	1	-	1
10	Kiki Amalia	-	15	-	15
11	Vivie candra	-	1	-	1
12	Fitriani Nurhasana	-	1	-	1
13	Dina	-	3	-	3
14	Catur	-	5	-	5
15	Reda Umi	-	-	-	-
16	Avinahari	-	11	-	11
17	Muhammad Luqman P. H	-	5	-	5
18	Yusna Fraesti	-	2	-	2
19	Lilis setyo asih	-	7	-	7
20	Febriani puji lestari	-	8	-	8
	Total	-	93	3	

The researcher used narrative technique (percentage) with the percentage from the frequency of information and divided with number of cases. The formula is;

$$\% \text{ Type of errors} = \frac{\Sigma \text{ Student's errors on each category}}{\Sigma} \times 100$$

And here the percentages of the student grammatical errors.

1. Verb agreement

$$\text{Student corrects} = \frac{20}{20} \times 100\% = 100\%$$

$$\text{Student errors} = \frac{0}{20} \times 100\% = 0\%$$

2. Tenses

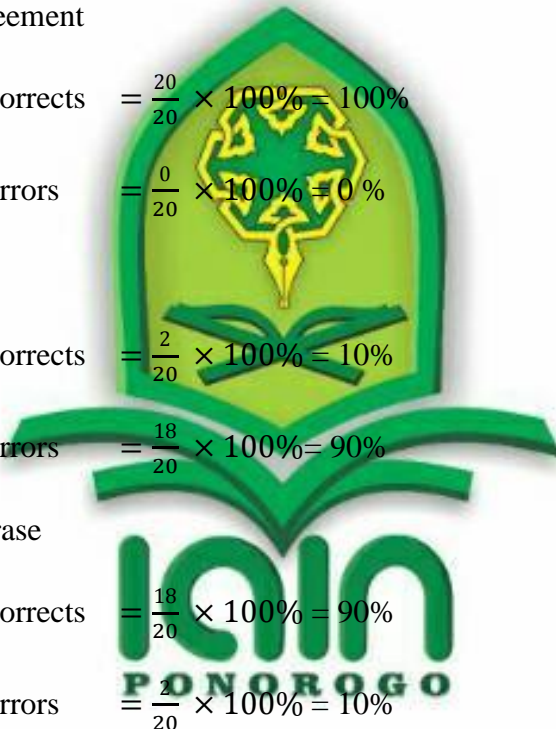
$$\text{Student corrects} = \frac{2}{20} \times 100\% = 10\%$$

$$\text{Student errors} = \frac{18}{20} \times 100\% = 90\%$$

3. Noun phrase

$$\text{Student corrects} = \frac{18}{20} \times 100\% = 90\%$$

$$\text{Student errors} = \frac{2}{20} \times 100\% = 10\%$$



CHAPTER V

DISCUSSION

In proceeding explanation the data are taken from students narrative writing. The researcher classified the student grammatical errors innarrative text which made by fourth semester students of English Education Depertment at tarbiyah and Teacher Training Faculty of IAIN Ponorogo in the academic year 2017/2018. Then the researcher only focused on three areas: Verb agreement, tense and noun phrase. Here are explanation about the calculation interpretation of the data:

A. Verb agreement

From 20 student who became the sample, there were 1 students made errors in verb agreement with percentage 5%. The Researcher assumed that this error resulting from subject verb agreement. This error in verb agreement:

17. **Heavy lighting and rain was failing.** This sentence had error in tenses. The correct this sentence, **Heavy lighting and rain were.** **Failing.**

B. Tenses

From 20 student who became the sample there were 18 student made errors in tenses with percentage 90%. The Researcher assumed that this error resulting from the transfer of grammar, incorrect tenses in narrative formula and also the student sometimes forget correct grammar in narrative text . The This error in tenses:

1. - **The next day she run away from castle when her aunt and uncle were having breakfast.** This sentence had error in tenses. The correct this sentence, **The next day she ran away from castle when her aunt and uncle were having.**
 - **She run away into the wood.** This sentence had error in tenses. The correct this sentence, **She ran away into the wood**
2. - **We didn't leave home early morning about 09.00 a.m because of misundersting of each other other and the minimum of preparing.** This sentence had error in tenses. The correct this sentence, **We didn't leave home early morning about 09.00 a.m because of misunderstood of each other other and the minimum of prepared.**
 - **It became longer because there were many people who want.** This sentence had error in tenses. The correct this sentence, **It became longer because there was many people who want spent their's holiday.**
3. - **There lived a beautiful girl her named is bawang putih.** This sentence had error in tenses. The correct this sentence, **There lived a beautiful girl her named was bawang putih..**
 - **So, her father want to marry with her.** This sentence had error in sentence. The correct this sentence, **So, her father wanted to marry with her.**
 - **After married, they made Bawang Putih works so hard when her father went out.** This sentence had error intenses. The correct this

sentence, **After married, they made Bawang Putih worked so hard when her father went out.**

- **Her step mother and sister made Bawang Putih work all long day.**

This sentence had error in tenses. The correct this sentence, **Her step mother and sister made Bawang Putih worked all long day.**

4. - **Then she told her son to run up the hills because a huge disaster was**

about to came. This sentence had error in tenses. The correct this sentence, **Then she told her son to run up the hills because a huge disaster was about to came.**

5. - **We planned to make a birthday surprise for one of my friend who is**

called Nora.This sentence had error in tenses. The correct this sentence,**We planned to make a birthday surprise for one of my friend who was called Nora.**

- **As ever, they will visit my boarding house at Thursday but for some**

reasons, they visited me in Wednesday. This sentence had error in tenses. The correct this sentence, **As ever, they would visit my boarding house at Thursday but for some reasons, they visited me in Wednesday.**

- **When we are in the boarding house.** This sentence had error in tenses,.

The correct this sentence, **When we were in the boarding house.**

- We always buy some foods and drink the have a chit-chat. This sentence had error in tenses. The correct this sentence, **We always bought some foods and drink the have a chit-chat.**
- 6.
- **My friend his name is sigit ardian.** This sentence had error in tenses. The correct this sentence, **My friend his name was sigit ardian.**
 - **He is best my friend For me in the school.** This sentence had error in tenses. The correct this sentence, **He was best my friend For me in the school.**
 - **He look persued something.** This sentence had error in tenses. The correct this sentence, **He looked persued something**
 - **He was best my friend For me in the school.** This sentence gad error in tenses. The correct this sentence, **He was best my friend For me in the school.**
 - **But I was so suprised of this behavior.** This sentence had error in tenses. The correct this sentence, **But I was so surprise of this behavior.**
7. – **Gontor was a name of a village in ponorogo where an international islamic boarding school stands there named Darussalam Gontor modern Islami boarding school.** This sentence had error in tenses. The correct this sentence, **Gontor was a name of a village in ponorogo where an international islamic boarding school stood there named Darussalam Gontor modern Islami boarding school.**



- **Gontor village it self has a different story in its history.** This sentence had error in tenses. The correct this sentence, **-Gontor village it self had a different story in its history.**
- **Where many criminalities happen and spread in each angle.** This sentence had error in tenses. The correct this sentence, **Where many criminalities happened and spread in each angle.**
- **In javanese language a place is called gon or panggon and dirty is called kotor which than both of them was shortened as gontor.** This sentence had error in tenses. The correct this sentence, **In javanese language a place was called gon or panggon and dirty called kotor which than both of them was shortened as gontor.**
- **This boarding school is forerunner of Modern Gontor at this time.**This sentence had error in tenses. The correct this sentence, **This boarding school wasforerunner of Modern Gontor at this time.**
- **Gontor had experienced the period of ebb till dead than is was rebuilt again by Trimurti until can progressed like now.** This sentence had error in tenses. The correct this sentence, **Gontor had experienced the period of ebb till dead than is was rebuilt again by Trimurti until couldprogressed like now.**
- **before look it's a bad and dirty place but now become a good place becase of the big and good aim of its society to rebuilt.**This sentence had error in tenses. The correct this sentence, **before look it was a bad**

and dirty place but now become a good place because of the big and good aim of its society to rebuilt.

8. –
9. – **After passing through the struggle is long enough.** This sentence had error in tenses. The correct this sentence, **After passing through the struggle was long enough.**
10. – **Any is my classmate.** This sentence had error in tenses. The correct this sentence, **Any was my classmate.**
- **She is very kind.** This sentence had error in tenses. The correct this sentence, **She was very kind.**
 - **She gives me support.** This sentence had error intenses. The correct this sentence, **She gived me Support.**
 - **Every day we study together.** This sentence had error in tenses. The correct this sentence, **Every day we studied together.**
 - **Tomorrow is Sunday.** This sentence had error in tenses. The correct this sentence, **Tomorrow was Sunday.**
 - **We will go to visit her house.** This sentence had error in tenses. The correct this sentence, **we would go to visit her house.**
 - **My friend and I will go to her house by bike.** This sentence had error in tenses. The correct this sentence, **My friend and I would go to her house bike.**

- **It's sunday now.** This sentence had error in tenses. The correct this sentence, **It was sunday now.**
 - **I am waiting for my intimates.** This sentence had error in tenses. The correct this sentence, **I was waiting for my intimates.**
 - **We will going to ani's house.** This sentence had error in tenses. The correct this sentence, **We would going to ani's house.**
 - **When we arrive in her house.** This sentence had error in tenses. The correct this sentence, **When we arrived in her house.** -**She is talking with some handsome boy.** This sentence had error in tenses. The correct this sentence. **She was talking with some handsome boy.**
 - **The boy is John.** This sentence had error intenses. The correct this sentence. **The boy is John. John is her fiancé.** This sentence had error in tenses. The correct this sentence, **The boy is John.**
 - **They will get married soon.** This sentence had error in tenses. The correct this sentence. **They will get married soon.**
 - **We are happy to hear that.** This sentence had error in tenses. The correct this sentence. **We are happy to hear that.**
11. – **They tried to seize food stock and nobody populace that could opposed.** This sentence had error in tenses. The correct this sentence. **They tried to seize food stock and nobody populace that could oppose.**
12. - **After a while they began to listen Syaithan and thought they would have just a little taste of the fruit, just to see what it was like.** This

sentence had error in tenses. The correct this sentence. **After a while they began to listen Syaithan and thought they would had just a little taste of the fruit, just to see what it was like.**

13. – **The young man is successful in his life career.** This sentence had error in tenses. The correct this sentence, **The young man is successful in his life career.**

- **He had a commitment to have better education as high as possible.** This sentence had error in tenses. The correct this sentence. **He had a commitment to had better education as high as possible.**

- **With his strong will to be someone.** This sentence had error in tenses. The correct this sentence. **With his strong will to be someone**

14. – **But everything has change because the fire country did their invasion.** This sentence had error in tenses. The correct this sentence. **But everything had change because the fire country did their invasion.**

- **On sunny day in south pole, there's a brother and sister going to fishing in the sea.** This sentence had error in tenses. The correct this sentence, **On sunny day in south pole, there's a brother and sister were going to fishing in the sea.**

- **The sister run and carried his head and put him in her jacket.** This sentence had error in tenses. The correct this sentence, **The sister ran and carried his head and put him in her jacket.**

- **But after he show his power of airbender.** This sentence had error in tenses. The correct this sentence, **But after he showed his power of airbender.**
- **He is what the world was needed.** This sentence had error in tenses. The correct this sentence, **He was what the world was needed.**

15. –

16. – **He was lived in Pengging Kingdom.** This sentence had error in tenses. The correct this sentence, **He lived in Pengging Kingdom.**

- **So, she was confused. She will be Bandung's wife if he want to built 1000 temples in one night.** This sentence had error in tenses. The correct this sentence, **So, she was confuse. She would be Bandung's wife if he want to built 1000 temples in one night.**

- **Roro jonggrang so scared if Bandung Bondowoso canbuilt 1000 temples.** This sentence had error in tenses. The correct this sentence, **Roro jonggrang so scared if Bandung Bondowoso could build 1000 temples.**

- **She said to Bandung Bondowoso, that she will be Bandung's wife if he want to built 1000 temples in one night.** This sentence had error in tenses. The correct this sentence, **She said to Bandung Bondowoso, that she would Bandung's wife if he want to built 1000 temples in one night.**

- Roro jonggrang so scared if Bandung Bondowoso can built 1000 temples. This sentence had error in tenses. The correct this sentence, Roro jonggrang so scared if Bandung Bondowoso could build 1000 temples.

- Roro Jonggrang makea trickery, so in the eastern sky looks like the sun has risen. This sentence had error in tenses. The correct this sentence, Roro Jonggrang made a trickery, so in the eastern sky looked like the sun has risen.

- Bandung Bondowoso was angry knew that Roro jonggrang make a trick. This sentence had error in tenses. The correct this sentence, Bandung Bondowoso was angry know that Roro jonggrang made a trick.

- After that, all of Bandung's Jin was hid before they finished the 1000 temples.. This sentence had error in tenses. The correct this sentence, After that, all of Bandung's Jin hid before they finished the 1000 temples.

17. - He was married with a beautiful girl and had three Children. This sentence had error in tenses. The correct this sentence, He was married with a beautiful girl and had three children.

- One day, he had a business in an island which is his hometown. He realized that old woman was his mother. This sentence had error in



tenses. **The correct this sentence, One day, he had a business in an island which is his hometown.**

- **He realized that old woman is his mother.**This sentence had error in tenses. The correct this sentence, **he realized that old woman was his mother.**

18. - **Writing an article is still difficult for me.** This sentence had error in tenses. The correct this sentence, **Writing an article was still difficult for me.**

- **First, I have problem to get relevant resources because.** This sentence had error in tenses. The correct this sentence, **First, I had problem to get relevant resources because I less in taking the information more.**

19. - **In the forest there lived a big tiger that name is Rama Harimau.**This sentence had error in tenses. The correct this sentence, **In the forest there lived a big tiger that name is Rama harimau.**

- **Although he known as stronger animal, but he doesn't conceited with his excess.**This sentence had error in tenses. The correct this sentence, **Although he known as stronger animal, but he did not conceited with his excess.**

- **Therefore, he was selected as leader in the forest.**This sentence had error in tenses. **The correct this sentence, Therefore, he selected as leader in the forest.**

- Rama Harimau has a son, his name was Si Loreng. This sentence had error in tenses. The correct this sentence, Rama Harimau had a son, his name was Si Loreng.
 - In the morning, Rama Harimau is regulated Si Loreng. This sentence had error in tenses. The correct this sentence, In the morning, Rama Harimau was regulated Si Loreng.
 - He must enter into cave on three day and the door's cave will be closed by stone. This sentence had error in tenses. The correct this sentence, He must enter into cave on three day and the door's cave would be closed by stone.
 - He doesn't averse regulate his son. This sentence had error in tenses. The correct this sentence, He did not averse regulate his son.
20. - Once upon a time, there was a man called Jaka Tarub who has power of supernatural. This sentence had error in tenses. The correct this sentence, Once upon a time, there was a man called Jaka Tarub who had power of supernatural.
- He taking one of fairy's shawl. After the fairys finished bath, they prepare come back to palace. This sentence had error in tenses. The correct this sentence, He was taking one of fairy's shawl. After the fairys finished bath, they prepared come back to palace.

- **One of the fairys, did not found her shawl.** This sentence had error in tenses. The correct this sentence, **One of the fairys, did not find_ her shawl**
- **The day begun sunset and she still not found.**This sentence had error in tenses. The correct this sentence, **The day begun sunset and she did not still find.**
- **She can not come back to palce without the shawl.**This sentence had error in tenses. The correct this sentence, **She could not come back to palce without the shawl.**
- **The secret is Nawangwu an always cooked with a grain of rice.** This sentence had error in tenses. The correct this sentence,**The secret wasNawangwu an always cooked with a grain of rice.**
- **but result is many rice.** This sentence had error in tenses. The correct this sentence,**but result was many rice.**
- **Jaka Tarub has been angered and open the cooking's wife.** This sentence had error in tenses. The correct this sentence, **Jaka Tarub had been angered and open the cooking's wife.**

C. Noun phrase

From 20 student who became the sample there were 2 student made error in noun phrase with percentage 10 %. The researcher assumed that this error resulting from formula of noun phrase.

The formula of noun phrase is:

- The adjective + noun
- The modifier + main noun
- The main noun+of+ modifier
- Owner +'s + main noun.

This error in noun phrase:

2. **I was so happy to spend all day long with my beloved friends.** This sentence had error in formula of noun phrase. The correct this sentence, **I was so happy to spend all long day with my beloved friends.**
3. **Her step mother and sister made Bawang Putih worked all day Long.** This sentence had error in formula of noun phrase. The correct this sentence, **Her step mother and sister made Bawang Putih worked all long day**



CHAPTER IV

CLOSING

A. Conclusion

According to the explanation in the previous chapter, the writer conclude that the grammatical errors analysis on narrative text in fourth semester student of English Education Department at Tarbiyah and teacher training faculty of IAIN Ponorogo in the Academic year 2017/2018. The total errors narrative text in verb agreement are 1 student from 20 student and the percentage of this error is 5%. The second is noun phrase. The total errors are student 3 from 20 student and the percentage of this error is 15 %. The last is tenses. The total errors are 18 student from 20 errors and the percentage of this error is 90%.

Table 6.1 Result From Grammatical error

Grammatical errors	Frequency of wrong answer	Percentage
Verb agreement	1	5 %
Tenses	18	9 %
Noun Phrase	3	15

B. Suggestion

Based on the result of this research, some suggestion are included as follows:

1. For teacher

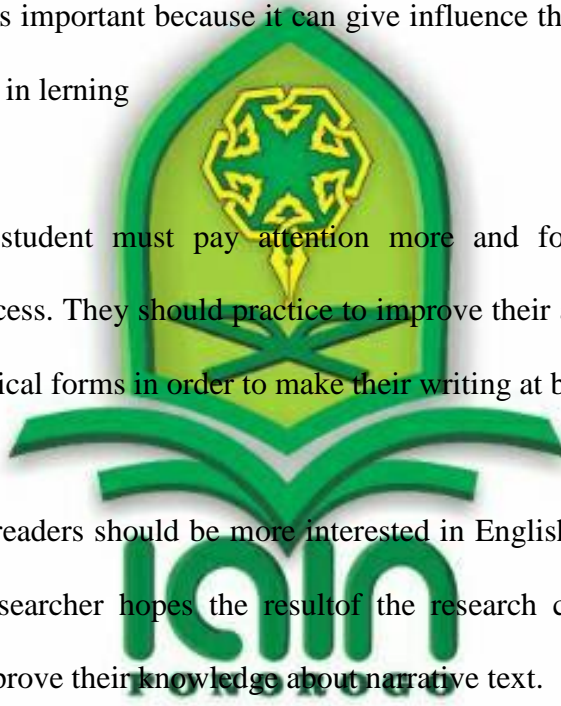
The teacher must prepare the material before doing teaching and learning process carefully. The teacher should know the suitable method of teaching. It is important because it can give influence the result of the student achievement in learning

2. For students

The student must pay attention more and focus in teaching and learning process. They should practice to improve their ability in construction the grammatical forms in order to make their writing at better.

3. For readers

The readers should be more interested in English, especially narrative text. The researcher hopes the result of the research can give input to the reader to improve their knowledge about narrative text.



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