

**AN ANALYSIS OF THE GRAMMATICAL ERRORS IN  
NARRATIVE WRITING MADE BY THE ELEVENTH GRADE  
STUDENTS OF SMA ISLAM AZ-ZAHRAH PALEMBANG**



**UNDERGRADUATE THESIS**

**This thesis was accepted as one of the requirements to get the title of  
Sarjana Pendidikan (S. Pd)**

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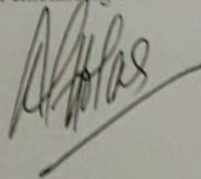
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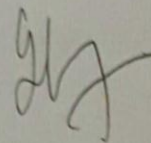
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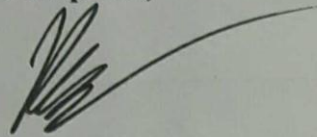
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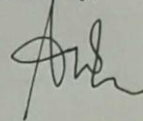


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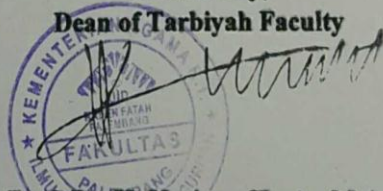
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## DEDICATION

*Thank you for all of my inspiring people  
who made this thesis perfectly.*



MOTTO

*Think as big as galaxy!*

## STATEMENT PAGE

I hereby,

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State that

1. All the data, information, and conclusion presented in this thesis, except for those indicated by the sources are the results of my observation, process and thought with the guidance of my advisors.
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This statement is made truthfully and if one day, there is a evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of magister degree that I have received through this thesis.

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## **An Analysis of the Grammatical Errors in Narrative Writing Made by the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang**

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### **Abstract**

This research was aimed at finding out: (1) the types of grammatical errors in narrative writing made by the eleventh grade students of SMA Islam Az-Zahrah Palembang, and (2) the most frequent type of grammatical errors in narrative writing made by the eleventh grade students of SMA Islam Az-Zahrah Palembang. This study was a descriptive qualitative research. The data were collected from narrative writing written by the 32 eleventh grade students in SMA Islam Az-Zahrah Palembang. In this study, grammatical items were analyzed covering noun, pronoun, verb, conjunction, adjective, adverb and preposition. In analyzing students' errors, some procedures of error analysis was applied. They were identification, description, and explanation. The frequencies of errors were calculated in percentage. Based on the result of the analysis, there were 621 grammatical errors found in students' narrative writing. Error in using verb became the most frequent type of errors with 308 errors (49.59%), followed by error in pronoun with 136 errors (21.90%), in adjective with 87 errors (14.00%), in preposition with 61 errors (9.82%), in noun with 13 errors (2.09%), in conjunction with 10 errors (1.61%) and the last error in adverb with 6 errors (0.96%).

**Keywords:** Error analysis, grammatical errors, narrative text.

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5. Photo Penelitian

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; (4) limitation of the study; and (5) significances of the study.

#### **1.1. Background**

English is one of the most dominant languages in the world. It is used widely in many fields and industries in the world. As Mauranen and Ranta (2009, p. 1) stated that English has been welcomed as a vehicle of efficiency in for example business and science, or as a new means of communication for globally emergent localities in a variety of non-mainstream subcultures. This fact shows that English becomes an important language in face of globalization.

Talking about the rules of English, it cannot be separated with the use of grammar. Grammar is one of the most important components of language which has to be learned by students. According to Bozkurt and Ataizi (2015), grammar is the area based on understanding rules and relationships. Learners learn a set of rules and apply them to use language effectively (p.163). Bad grammar will receive zero tolerance. No matter, how wonderful the content is, the composition will never get a minimal passing score (for instance six (6)), not to mention an optimal one (Bram, 2005, p.2). Then, Baleghizadeh and Gordani (2012, p. 162) explain that no matter how well a person has brilliant ideas of writing, it will be

useless if the writer, in this case is the students, lack of maintaining the clarity and avoiding ambiguity due to of grammar. Therefore, being aware of the importance of grammar gives many advantages to the writers.

Since there are many rules in grammar that should be applied, learning grammar is difficult for the students. The common errors often found in students' writing is the grammar rule. This statement is supported by Alfiyani (2013, p. 1) who says that students still have difficulties in learning grammatical structures in writing process. According to Emmaryana (2010, p. 1), Many students do not understand well about English grammar. They commonly make grammar errors in their learning especially in writing.

Writing is more complicated and challenging than the other language skills (Harmer, 2004; Javed, Juan & Nazli, 2013; & Muslim, 2014;). As mentioned by Mbau, Marhum and Muhsin (2014, p. 2), the four English skills are listening, speaking, reading, and writing where writing is the most difficult skill for students. They declare that the reason for this difficulty is because writing needs the process in which the students have to learn words, phrases, clauses, and to arrange them into a grammatically correct sentence. Based on the definitions above, it is well known fact that writing is highly complex and difficult task as compared to other skills such as reading, speaking and listening.

Writing is an activity that has been widely described in Qur'an. Allah says is Qur'an surah Al-Alaq: 4.

الَّذِي عَلَّمَ بِالْقَلَمِ



*"Who teacheth by the pen"*

Based on the verse above, Allah teaches human with an instrumentality write and read. Writing is important lesson for students both to fulfill their obligation as students and their status as creatures of God to execute his orders (Herizal and Afriani, 2014, p. 27). In writing, the students can express their mind, feel, and think about anything in written form to communicate with other people as the readers.

Writing comes at the end of one's mastery over the other three skills. It is not inborn skill. It must be learned and practiced in a formal instructional setting or environment. It requires cognitive faculty and linguistic faculty. This skill demands that the learner generates ideas and transfers them into text (Karim, Fathema & Hakim, 2015, p. 50). Afterwards, Hourani (2008, p. 2) said that writing skill must be practiced and learned through experience. Academic writing demands conscious effort and practice in composing, developing, and analyzing ideas. In fact English has its own system or rules. Mastering English writing skill is a very difficult task for the students of English as a foreign language (EFL). So, it is not surprising that many Indonesian students find a lot of difficulties and tend to make errors in learning writing. As mentioned by Sarfraz (2011, p.30), the students are weak in English, especially in writing, commit multiple errors as they have been inadequately exposed to learning of English. According to Dirgeyasa (2016, p. 3), learning language is relatively unique and different. Errors made by the learners become something universal and a must. Errors positively are part of

the learning process. Error in language learning occurs because the learner is not able to use language properly and correctly.

Errors in language learning are normal. It is unavoidable. They are difficult enough to be avoided. Therefore, when the teachers conduct a teaching and learning process in schools, they will find many students who have good writing in English, many students who have average skill in writing, and maybe they will find many students who have low ability in writing English. Therefore, it is essential for teachers to analyze the errors in students' writing.

In teaching and learning process of English writing in senior high school, students are taught some types of writing such as descriptive text, narrative text, recount text, procedure text and expository text. From those types, narrative is easier to be analyzed. According to Norrish in Hendriwanto and Sugeng (2013, p.61), narrative text is easy to investigate grammatical errors. Then, Putri and Dewanti (2014, p. 1) state that the students sometimes make errors on the use of grammar when they produce an English writing, especially in writing narrative texts. Therefore, in this study, narrative is chosen as the instrument to investigate the errors, especially for EFL students. According to Negrila and Ionel (2012, p.1), a narrative text tells an imaginary story, although some narratives may be based on facts. Basically, writing in narrative composition is to write down what is seen, what is heard, and what is perceived by writer.

Some research analyses also proved that most students made errors in term of grammatical error in their writing. Putri and Dewanti (2014) found out 209 errors made by students in their writing narrative text. Those are noun-noun

groups, verb-verb groups, preposition, sentence structure, and miscellaneous errors. Meanwhile, Hendriwanto and Sugeng (2013) found out 769 grammatical errors in students writing. There are fourteen types found concerning verb tense, finite verbs, non-finite verbs, pronouns, prepositions, spelling, agreement of singular and plural, punctuation, contexts of usage, contexts of meaning, redundancy, word choices, word orders, and unintelligibility.

Based on the preliminary study when researcher did an informal interview to the English teacher of SMA Islam Az-Zahrah Palembang, the teacher said that the students had problems in writing skill. They had difficulties on the use of grammar. Since there are many rules in grammar that should be applied, learning grammar was difficult for them. Moreover, they had some difficulties in writing past event paragraph, especially when they were asked to describe narrative text. Students got confused in choosing the types of verb. Furthermore, it is difficult for them to understand how to use the tenses based on the rule when writing paragraph in past tense. They used the tenses inconsistently. Then, they didn't have good idea in describing sentences into a good paragraph based on the topic. Essentially, the students got difficulty in understanding many rules in grammar that should be applied in writing.

From the descriptions above, it was important to analyze the grammatical error in students' writing narrative, especially the eleventh grade students because they have learned narrative text. Therefore, the researcher was interested in conducting a study entitled **An Analysis of the Grammatical Errors in**

## **Narrative Writing Made by the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang.**

### **1.2. Problems of the Study**

Based on the background of the study above, this study aims at answering the following questions:

1. What are the types of grammatical errors in narrative writing made by the eleventh grade students of SMA Islam Az-Zahrah Palembang?
2. What is the most frequent type of grammatical errors in narrative writing made by the eleventh grade students of SMA Islam Az-Zahrah Palembang?

### **1.3. Objectives of the Study**

Derived from the above questions, the study is aimed:

1. to find out the types of grammatical errors in narrative writing made by the eleventh grade students of SMA Islam Az-Zahrah Palembang.
2. to find out the most frequent type of grammatical errors in narrative writing made by the eleventh grade students of SMA Islam Az-Zahrah Palembang.

### **1.4. Limitation of the Study**

This study focused on analyzing the grammatical errors in narrative writing made by eleventh grade students of SMA Islam Az-Zahrah Palembang. Azar's concept (1999) was used to explain the types of Grammar. Classification by Dulay, Burt and Krashen (1982) would be used to explain the types of grammatical errors made by the students. The error analysis of the grammatical focused on narrative text written by thirty two students of eleventh grade IPA.A of SMA Islam Az-Zahrah Palembang.

### **1.5. Significance of the Study**

There are several significances of this study which are expected to be beneficial:

1. For the English teachers:
  - a. This research will help them to analyze students' errors on grammar in writing especially in narrative text.
  - b. By knowing the students' grammatical errors, the teacher will find the best strategy to solve the students' problems in writing.
2. For the students:
  - a. By this research, students will recognize their grammatical errors and then do the self-correction in writing.
  - b. They will avoid those grammatical errors in their writing.
3. For the other researcher:
  - a. This research can be a source of information in order to show the grammatical errors by giving the right forms of the errors that are found from this research.
  - b. This research will be a reference for those who look for the material related to errors on grammar in writing composition.
4. For the writer:
  - a. The writer will know more about the errors evident in students' writing composition.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) concept of error; (2) concept of error analysis; (3) concept of grammar; (4) concept of grammatical error; (5) concept of narrative writing; (6) previous related study; and (7) research setting.

#### **2.1. Concept of Error**

##### **2.1.1. Definition**

Mistakes and errors are unavoidable in the learning process of English as a foreign language for Indonesian learners. An error is different from mistake, but without deep understanding, the learners usually tend to see the error and mistake similarly. So we have to be careful to differentiate. To distinguish between these two concepts, Ellis (1997, p.17) suggests two ways: the first one is to check the consistency of the learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error. According to Janah (2015, p. 63), an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. While a mistake is a performance error, which is either a random guess or a 'slip', i.e. a failure to utilize a known system correctly.

Moreover, James (1998, p. 83) defines native speakers (NS) do not and cannot commit errors (of competence) since they know their language perfectly and comprehensively: they can only make mistake, when they are distracted and tired. He also asserts that the clearest and most practical deviances are divided into four types:

1. Slip, or alternatively lapses of the tongue or pen, or even fingers on a keyboard, can quickly be detected and self-corrected by their author unaided.
2. Mistake, can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self-correction, then we have a first-order mistake. If additional information is needed, in the form of exact location and some hint as to the nature of the deviance, and we have a second-order mistake.
3. Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they be self-corrected.
4. Solecisms are breaches of the rules of correctness as laid down by purists and usually taught in school, for example: 'split infinitives' and 'dangling participle'.

From those definitions above, it means that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation which is made by the learner because he/she does not know the rule and he/she will make it repetitively.

### **2.1.2. Sources of Errors**

There are some possible sources of the students' problem. According to Walz (1982, p. 7), the students' errors can be caused by interlingual and intralingual interference, strategies of second language learning, and inappropriate teaching methods.

Brown (2000, p. 223-227) points out the sources which influence second language learner in making error:

1. Interlingual transfer

Interlingual transfer is a significant source of error for all learners. The system of the second language is unfamiliar and the native language is the only previous linguistic system upon which the learner can draw. In other words, the error is the result of transfer from the native language. The second language learners try to combine their information from their native language and second language they are learning.

2. Intralingual transfer

Intralingual transfer is a major factor in second language learning. In this stage, the second language learners have learned target language. They overgeneralized the information from target language in every structure of language they find.

3. Context of learning

It refers to the situation in the case of untutored second language learning. The learners find different information from what they learn in class and the situation outside the class. It also can happen because of the incorrect information from the teacher.



#### 4. Communication strategies.

Communication strategies were defined and related to learning style. Learners obviously use production strategies in order to enhance getting their messages error.

From the above explanation, it can be seen that sources which influence second language learner in making error such as interlingual transfer, intralingual transfer, context of learning and communication strategies.

### **2.2. Concept of Error Analysis**

In learning and using a foreign language, mistake and error often occurs because the students have not mastered the rules of the language being learned. In this problem, error analysis is one of the strategies that is needed to better understanding the learners' problems. According to Khanom (2014, p. 39), error analysis is important in the language teaching pedagogy as it helps teachers identify the sources of errors and take pedagogical precautions. Thus, the analysis of learner language is essential.

Furthermore, Sawalmeh (2013, p. 2) claims that error analysis is a type of linguistic study that focuses on the errors learners make. It consists of a comparison between the errors made intarget language (TL)and within that TL itself. Then, Alhaisoni, Gaudel and Al-Zuoud (2017, p. 72) state that error analysis is one of the best ways of describing and explaining errors made by ESL/EFL learners. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence. Once the sources and causes are exposed, it will be possible to determine the remedy, as well as the emphasis and sequence

of future instruction. The definitions above shows the important of error analysis in facilitating English language acquisition. Moreover, Ulla et al, (2014, p.40):

Error Analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. In other words, Error Analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Based on points of view above, Ellis (1997, p. 15) ) classifies four steps in analyzing students' errors, those are:

#### 1. Identifying Errors

In this step, the researcher must identify errors from data collection. For identifying error, the researcher must compare the error sentence produced by students to the correct sentence in the target language.

For example:

Incorrect : I must join "Fraternity Days" with the *others*students.

Correction : I must join "Fraternity Days" with the *other*students.

In the sentence, the participant inserted "s" for the word "others". *Other* which expresses the plural form of pronoun cannot be added with s if it is followed by noun, yet thenoun is already written in plural form. However, in the sentence the participant should omit "s" in the word *others*. Therefore, in the sentence the correct form should be "*I must join "Fraternity Days"with the other students*".

## 2. Describing Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they will be classified into some types of errors.

## 3. Explaining Errors

This step will explain why errors occur. This explanation concerns on the causes of errors.

## 4. Error Evaluation

In last step, the researcher evaluated the errors. Evaluating errors is essential if the error analysis is intended to identify students' problems so that teacher can help solve them. In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected.

From the definitions above, it can be concluded that error analysis is the strategy to analyze those errors made by second and foreign language learners by identifying, classifying and describing.

### **2.3. Concept of Grammar**

Grammar exists in every language including English. According to Subasini and Kokilavani (2013, p. 56), All languages have grammar, and each language has its own grammar but grammar of English is more complex and difficult to be taught. Therefore, grammar is such an important thing to apply in learning English language. It is a part of language which has to be learned by the

learners of a language. Learners have to produce the sentences grammatically so that the sentences or utterances can be delivered well, as well as the writing can be easily understood by the readers.

According to Putri and Dewanti (2014), the learners have to apply the rules of grammar on the sentences they produced. Implicitly, the learners who are good at grammar could probably produce a good writing. It is supported that writing as a productive skill requires the writers have the grammar knowledge when they would like to produce writing (p. 2). Supported by the explanation above, grammar is such a crucial thing to be learned especially to produce a good writing.

Dictionary definitions of grammar as cited in Statish and Gotsch (2013, p. 3) often refer to it as the study of language as a system of words that demonstrate some apparent regularity of structure (morphology) and arrangement into sentences (syntax). They also explain that on the other hand, sometimes, the definition includes the pronunciation of words (phonology), meaning of words (semantics), and history of words (etymology). Some definitions emphasize grammar as a system of rules in a language.

The connection between grammar and writing is a very important one. The rules of grammar help to govern the way writing takes place, and ensure that it can be easily understood by the people who read it (Miller, 2017). Moreover he also states:

The importance of grammar and writing cannot be overstated. While certain parts of a society may adapt their own dialectal variations as a part of their cultural identity, a failure to also be able to follow the

conventional grammar rules will greatly limit a person's opportunity to communicate with a wider audience. Someone may be a very talented writer with a lot of great ideas, but if they have poor grammar, they will have trouble communicating those ideas to other people (p. 1).

Concerning the grammar, there are some types of grammar. A list below suggested terms was provided by Ho (2005) based on the some experts:

**A. Nouns** (Azar, 1999, p. 99).

<b>Regular and Irregular plural nouns</b>	
<i>(a) Song-songs</i>	The plural of most nouns is formed by adding final <i>-s</i> .*
<i>(b) Box-boxes</i>	Final <i>-es</i> is added to nouns that end in <i>-sh</i> , <i>-ch</i> , <i>-s</i> , <i>-z</i> , and <i>-x</i> .*
<i>(c) Baby-babies</i>	The plural of words that end in a consonant + <i>-y</i> is spelled <i>-ies</i> .*
<i>(d) Man-men</i>  <i>Woman-women</i>  <i>Child-children</i>	The nouns in (d) have irregular plural forms that do not end in <i>-s</i> .
<i>(e) Potato-potatoes</i>  <i>Hero-heroes</i>	Some nouns that end in <i>-o</i> add <i>-es</i> to form the plural.
<i>(f) Kangaroo-kangaroos</i>  <i>Kilo-kilos</i>  <i>Photo-photos</i>	Some nouns that end in <i>-o</i> add only <i>-s</i> to form the plural
<i>(g) Mosquito-mosquitoes/mosquitos</i>  <i>Zero-zeroes/zeros</i>	Some nouns that end in <i>-o</i> add either <i>-es</i> or <i>-s</i> to form the plural (with <i>-es</i> being the

	more usual plural form).
<p>(h) <i>Half-halves</i></p> <p><i>Knife-knives</i></p> <p><i>Leaf-leaves</i></p> <p><i>Life-lives</i></p>	Some nouns that end in <i>-f</i> or <i>-fe</i> are changed to <i>-ves</i> to form the plural.
<p>(i) <i>Belief-beliefs</i></p> <p><i>Chief-chiefs</i></p> <p><i>Roof-roofs</i></p>	Some nouns that end in <i>-f</i> simply add <i>-s</i> to form the plural.
<p>(j) <i>One deer-two deer</i></p> <p><i>One fish-two fish**</i></p> <p><i>One shrimp-two shrimp***</i></p> <p><i>One series-two series</i></p>	Some nouns have the same singular and plural form: e.g., <i>One deer is... Two deer are..</i>
<p>(k) <i>Criterion-criteria</i></p> <p><i>Phenomenon-phenomena</i></p> <p>(l) <i>Cactus-cacti/cactuses</i></p> <p><i>Syllabus-syllabi/syllabuses</i></p> <p>(m) <i>Formula-formulae/formulas</i></p> <p><i>Vertebra-vertebrae</i></p> <p>(n) <i>Appendix-appendices/appendixes</i></p> <p><i>Index-indices/indexes</i></p> <p>(o) <i>Analysis-analyses</i></p> <p><i>Basis-bases</i></p> <p><i>Hypothesis-hypotheses</i></p> <p><i>Thesis-theses</i></p>	Some nouns that English has borrowed from other language have foreign plurals.

\*For information about the pronunciation and spelling of words ending in *-s/-es*.

\*\**Fishes* is also possible, but rarely used.

\*\*\*Especially in British English, but also occasionally in American English, the plural of *shrimp* can be *shrimps*.

<b>Count and Noncount Nouns</b>			
<p>(a) I bought <i>a chair</i>. Sam <i>bought three chairs</i>.</p> <p>(b) We bought <i>some furniture</i>..</p> <p style="padding-left: 40px;">Incorrect: We bought <i>some furnitures</i>.</p> <p style="padding-left: 40px;">Incorrect: We bought <i>a furniture</i>.</p>		<p><b>Chair</b> is a count noun; chairs are items that can be counted.</p> <p><b>Furniture</b> is a noncount noun. In grammar, furniture cannot be counted.</p>	
	Singular	Plural	
Count  Noun	<p><i>A chair</i></p> <p><b><i>One chair</i></b></p>	<p><i>chairs</i></p> <p><b><i>two chairs</i></b></p> <p><i>some chairs</i></p> <p><b><i>a lot of chairs</i></b></p> <p><b><i>many chairs</i></b></p>	<p>A count noun:</p> <p>(1) May be preceded by <b><i>a/an</i></b> in the singular.</p> <p>(2) Takes a final <b><i>-s/-es</i></b> in the plural.</p>
Noncount	<p><i>Furniture</i></p>		<p>A noncount noun:</p> <p>(1) Is not immediately</p>

Noun	<p><i>Some furniture</i></p> <p><i>A lot of furniture</i></p> <p><i>Much furniture</i></p>		<p>preceded by <i>a/an</i>.</p> <p>(2) Has no plural form, so does not take a final <i>-s/-es</i>.</p>
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<b>Noncount Nouns</b>	
<p>(a) I bought some chairs, tables, and desks. In other words, I bought some <i>furniture</i>.</p> <p>(b) I put some <i>sugar</i> in my <i>coffee</i>.</p>	<p>Many noncount nouns refer to a “whole” that is made up of different parts.</p> <p>In (a): <i>furniture</i> represents a whole group of things that is made up of similar but separate items.</p> <p>(b): <i>sugar</i> and <i>coffee</i> represent whole masses made up of individual particles or elements.*</p>
<p>(c) I wish you <i>luck</i>.</p>	<p>Many noncount nouns are abstractions. In (c): <i>luck</i> is an abstract concept, an abstract “whole.” It has no physical form; you can’t touch it. You can’t count it</p>
<p>(d) <i>Sunshines</i> is warm and cheerful.</p>	<p>A phenomenon of nature, such as <i>sunshines</i>, is frequently used as a noncount</p>



	noun, as in (d).
<p>(e) Noncount: Ann has brown <b>hair</b>.</p> <p>Count: To has a <b>hair</b> on his jacket</p> <p>(f) Noncount: I opened the curtains to let in some <b>light</b>.</p> <p>Count: Don't forget to turn off the <b>light</b> before you go to bed.</p>	<p>Many nouns can be used as either noncount or count nouns, but the meaning is different; e.g., <b>hair</b> in (e) and <b>light</b> in (f).</p> <p>(Dictionaries written especially for learners of English as a second language are a good source of information on count/noncount usages of nouns).</p>

\*To express a particular quantity, some noncount nouns may be preceded by unit expressions: *a spoonful of sugar, a glass of water, a cup of coffee, a quart of milk, a loaf of bread, a grain of rice, a bowl of soup, a bag of flour, a pound of meat, a piece of furniture, a piece of paper, a piece of jewelry.*

## B. Pronouns (Azar, 1999, p. 132).

<b>Personal Pronoun</b>				
	<b>Subject pronoun</b>	<b>Object pronoun</b>	<b>Possessive pronoun</b>	<b>Possessive adjective</b>
<b>Singular</b>	<i>I</i> <i>You</i> <i>She, he, it</i>	<i>Me</i> <i>You</i> <i>Her, him, it</i>	<i>Mine</i> <i>Yours</i> <i>Hers, his, its</i>	<i>My name</i> <i>Your name</i> <i>Her, his, its name</i>
<b>Plural</b>	<i>We</i> <i>You</i>	<i>Us</i> <i>You</i>	<i>Ours</i> <i>Yours</i>	<i>Our names</i> <i>Your names</i>

	<i>they</i>	<i>them</i>	<i>theirs</i>	<i>Their names</i>
(a) I read <b>a book</b> . <b>It</b> was good.				
(b) I read <b>some books</b> . <b>They</b> were good.				
(c) <b>I</b> like tea. Do <b>you</b> like tea?				
(d) John has a car. <b>He</b> drives to work.				
(e) John works in my office. I know <b>him</b> well.				
(f) I talk to <b>him</b> every day.				
(g) That book is <b>hers</b> . <b>Yours</b> is over there				

A pronoun is used in place of a noun. The noun it refers to is called the “antecedent”.

In (a): The pronoun *it* refers to the antecedent noun **book**.

A singular pronoun is used to refer a singular noun, as in (a). A plural noun is used to refer to a plural noun, as in (b).

Sometimes the antecedent noun is understood, not explicitly stated. In (c): **I** refers to the speaker, and **you** refers to the person the speaker is talking to.

Subject pronouns are used as subjects of sentences, as **he** in (d).

Object pronouns are used as the objects of verbs, as in (e), or as the objects of prepositions, as in (f).

Possessive pronouns are not followed immediately by a noun; they stand alone, as in (g).

<p>(h). Incorrect: that book is <i>her's</i></p> <p><i>Your's</i> is over there.</p>	<p>In (h): possessive pronoun do NOT take apostrophes.</p>
<p>(i). <i>Her</i> book is here.</p> <p><i>Your</i> book is over there.</p>	<p>Possessive adjectives are followed immediately by a noun; they do not stand alone</p>
<p>(a) A bird uses <i>its</i> wings to fly.</p> <p>(b) Incorrect: A bird uses <i>it's</i> wings to fly</p> <p>(c) <i>It's</i> cold today.</p> <p>(d) The Harbour Inn is my favorite old hotel.</p> <p><i>It's</i> been in business since 1933.</p>	<p>Compare: <i>its</i> has no apostrophe when it is used as a possessive, as in (j).</p> <p><i>It's</i> has an apostrophe when it is used as a contraction of <i>it is</i>, as in (l), or <i>it has</i> when <i>has</i> is part of the present perfect tense, as in (m).</p>

<b>Reflexive Pronouns</b>	
<p>Singular</p> <p><i>Myself</i></p> <p><i>Yourself</i></p> <p><i>Herself, himself, itself, oneself</i></p>	<p>Plural</p> <p><i>Ourselves</i></p> <p><i>Yourselves</i></p> <p><i>themselves</i></p>
<p>(a) Larry was is the theater. I <i>saw him</i>.</p> <p>I talked <i>to him</i>.</p>	<p>Compare: (a) and (b): usually an object pronoun is used as the object of a verb or preposition, as <i>him</i> in (a).</p>

<p>(b) <i>I saw myself</i> in the mirror.</p> <p><i>I</i> looked at <i>myself</i> for a long time.</p> <p>(c) Incorrect: I saw <i>me</i> in the mirror</p>	<p>A reflexive pronoun is used as the object of a verb or preposition when the subject of the sentence and the object are same person, as in (b).* <i>I</i> and <i>myself</i> are the same person.</p>
<p>- Did someone fax the report to Mr. Lee?</p> <p>- Yes.</p> <p>- Are you sure?</p> <p>(d) -Yes, <i>I myself</i> faxed the report to him.</p> <p>(e) <i>-I</i> faxed the report to him <i>myself</i></p>	<p>Reflexive pronouns are also used for emphasis. In (d): The speaker would say :I myself” strongly, with emphasis.</p> <p>The emphatic reflexive pronoun can immediately follow a noun or pronoun, as in (d), or come at the end of the clause, as in (e).</p>
<p>(f) Anna lives <i>by herself</i>.</p>	<p>The expression <i>by</i> + a reflexive pronoun means “alone”</p>

\*Sometimes, but relatively infrequently, an object pronoun is used as the object a preposition even when the subject and object pronoun are the same person. Example:  
*I took my books with me. Bob brought his books with him. I looked around me. She kept her son to her.*

Using <i>You, One, And They</i> As Impersonal Pronoun	
<p>(a) <i>One</i> should always be polite</p> <p>(b) How does <i>one get</i> to 5th Avenue from here?</p>	<p>In (a) and (b): <i>one</i> means “any person, people in general.”</p> <p>In (c) and (d): <i>you</i> means “any person,</p>

<p>(c) <i>You</i> should always be polite</p> <p>(d) How do <i>you</i> get to 5th Avenue from here?</p>	<p>people in general.”</p> <p><i>One</i> is much more formal than <i>you</i>. Impersonal <i>you</i>, rather than <i>one</i>, is used more frequently in everyday English.</p>
<p>(e) <i>One</i> should take care of <i>one's</i> health.</p> <p>(f) <i>One</i> should take care of <i>his</i> health.</p> <p>(g) <i>One</i> should take care of <i>his</i> or her health</p>	<p>Notice the pronouns that may be used in the same sentence to refer back to <i>one</i>: (e) is typical in British usage and formal America usage. (f) is principally America usage. (g) is stylistically awkward.</p>
<p>(h) - Did Ann lose her job? - Yes, <i>They</i> fired her.</p> <p>(i) -<i>They</i> mine graphite in Brazil, don't they? -Yes, Brazil is one of the leading graphite producers in the world.</p>	<p><i>They</i> is used as an impersonal pronoun in spoken or very informal English to mean “some people or somebody.”</p> <p><i>They</i> has no stated antecedent. The antecedent is implied. In (h): <i>They</i>= the people Ann worked for.</p>

<b>Forms and Other</b>			
	Adjective	Pronoun	
Singular	<i>Another</i> book (is)	<i>Another</i> (is)	Forms of <i>other</i> used as either adjectives or pronouns. Notice: A final – s is used only for a plural
Plural	<i>Other</i> books (are)	<i>Others</i> (are)	

			pronoun ( <i>others</i> ).
Singular	<b>The other</b> book (is)	<b>The other</b> (is)	
Plural	<b>The other</b> books (are)	<b>The others</b> (are)	
<p>(a) The students in the calss come from many countries. One of the students is from Mexico. <b>Anotherstudent is</b> from Iraq. <b>Another is</b> from Japan. <b>Other students are</b> from Brazil. <b>Others are</b> from Algeria.</p>			<p>The meaning of <b>another</b>: <i>one more in addition to the one(s) already mentioned.</i></p> <p>The meaning of <b>other</b> /<b>others</b> (without <b>the</b>): <i>several more in addition to the one(s) already mentioned.</i></p>
<p>(b) I have three books. Two are mine. <b>The otherbook</b> is yours. (<b>The other</b> is yours.)</p> <p>(c) I have three books. One is mine. <b>The otherbooksare</b> yours. (<b>The otherare</b> yours.)</p>			<p>The meaning of <b>the other(s)</b>: all that remains from a given number; the rest of a specific group.</p>
<p>(d) I will be here for <b>another three years</b>.</p> <p>(e) I need <b>another five dollar</b>.</p> <p>(f) We drove <b>another ten miles</b>.</p>			<p><b>Another</b> is used as an adjective with expressions of time, money, and distance, even if these expression contain plural nouns. <b>Another</b> means “an additional” in these expression.</p>

**C. Verb** (Seaton & Mew, 2007, p. 79).

Most verbs are action words. They tell you what people, animals or things are doing.

<i>Act</i>	<i>bake</i>	<i>bend</i>	<i>buy</i>	<i>close</i>
<i>Cook</i>	<i>cross</i>	<i>fall</i>	<i>fly</i>	<i>go</i>
<i>Grow</i>	<i>hop</i>	<i>jump</i>	<i>move</i>	<i>pull</i>
<i>Run</i>	<i>shout</i>	<i>sing</i>	<i>sit</i>	<i>slide</i>
<i>Stand</i>	<i>start</i>	<i>swim</i>	<i>walk</i>	<i>play</i>

**D. Conjunction** (Azar, 1999, p. 348).

**1. Parallel Structure**

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunctions is called “parallel structure”. The conjunctions used in this pattern are **and**, **but**, **or**, **nor**. These words are called coordinating conjunctions.”

- (a) *Steve and his friend* are coming to dinner. (*noun+and+noun*)
- (b) *Susan raised her hand and snapped her finger*. (*verb+and+verb*)
- (c) He *is moving his arms and (is) showing* at us.

*Verb+and+verb* (The second auxiliary may be omitted if it is the same as the first auxiliary.)

- (d) These shoes are *old but comfortable*. (*adjective + but + adjective*)
- (e) He wants *to watch TV or (to) listen* to some music.

*Infinitive + or + infinitive* (The second *to is* usually omitted)

A parallel structure may contain more than two parts. In a series, commas are used to separate each unit. The final comma that precedes the conjunction is optional;

(f) *Steve, Joe, and Alice* are coming to dinner (also correct: *Steve, Joe and Alice* are..)

(g) Susan *raised* her hand, *snapped* her fingers, *and asked* a question.

(h) The collors in that fabric are *red, gold, black, and green*.

Note : No commas are used if there are only two parts to a parallel structures.

(i) Incorrect: *Steve, and Joe* are coming to dinner.

**2. Paired Conjunction** (*Both...And; Not Only...But Also; Either...or; Neither...Nor*)

Two subject connected by *both...and* take a plural verb.

(e) *Both my mother and my sister are here.*

When two subjects are connected by *not only...but also, either...or, or neither...nor*, the subject that is closer to the verb determines whether the verb is singular or plural.

(f) *Not only my mother but also my sister is here.*

(g) *Not only my sister but also my parents are here.*

(h) *Neither my mother nor my sister is here.*

(i) *Neither my sister nor my parents are here.*



Notice the parallel structure in the examples. The same grammatical form should follow each part of the paired conjunction.\*

(j) The researcher project will take **both** *time* **and** *money*

(**both** + *noun* + **and** + *noun*)

(k) Yesterday it **not only** *rained* **but (also)** *snowed*.

(**not only** + *verb* + **but also** + *verb*)

(l) I'll take **either** *chemistry* **or** *physics* next quarter.

(**either** + *noun* + **or** + *noun*)

(m) That book is **neither** *interesting* **nor** *accurate*

(**neither** + *adjective* + **nor** + *adjective*)

#### E. Adjective (Azar, 1999, p. A-4).

1. Adjectives describe nouns. In grammar, we say that adjectives modify nouns. The word “modify” means “change a little.” Adjectives give a little different meaning to a noun (*intelligent student, lazy student, good student*). Examples of adjectives: *young, rich, old, beautiful, brown, French, modern*.

Example: a) Ann is an *intelligent* student.

b) The *hungry* child ate fruit.

2. An adjective is neither singular nor plural. A final –s is never added to an adjective.

Example: correct : I saw some *beautiful* pictures

Incorrect : *beautifuls* pictures.

According to Irene (2006, p. 49):

1. Adjective describe nouns.

• ***Palembang is beautiful.***

• ***It's a beautiful place.***

2. Adjective can come:

a. After the verb be (*The room is **big***)

b. Before a noun (*It's a **big** room*) Not: *It's a ~~room~~ big.*

3. Do not add *-s* to adjectives.

• ***A sunny day, a cool night***

• ***Sunny day, cool night***

Not: ~~cool~~s night

4. For adjective + noun

a. Use ***a*** before the adjective if the adjective begins with a consonant sound. (*It's **a** small village*)

b. Use ***an*** before the adjective if the adjective begins with a vowel sound.

(*It's **an** old village*)

5. Some adjectives end in *-ing*, *-ly*, or *-ed*.

• ***It's interesting.***

• ***They're friendly.***

• ***We're tired.***

According to Seaton and Mew (2007, p. 71):

**Determiners** are words such as **this, those, my, their, which**. They are special adjectives that are used before nouns.

### 1. The Articles

The words **a, an** and **the** belong to this group of words called **determiners**.

The words **a** and **an** are called **indefinite articles**. You can use them with singular nouns to talk about any single person or thing.

- This is **a** picture of **an** elephant.
- Rudy is reading **a** book.

The word **the** is called the **definite article**. Use **the** before a noun when you are talking about a certain person or thing.

- Granny is sitting in **the** garden.
- **The** ice is melting.

**The** is also used before a noun when there is only one.

- The sun
- The moon
- The sky

### 2. Demonstrative Determiners

The words **this, that, these** and **those** are determiners. They are used to tell which thing or person you mean. These words are called **demonstrative determiners**, or **demonstrative adjectives**.

- I am keeping **these** books.
- I am selling **those** books.

**This** and **these** are used to point to people or things **near** you.

**That** and **those** are used to point to people or things that are **farther** from you.

**This** and **that** are used before singular nouns.

**These** and **those** are used before plural nouns.

### 3. Interrogative Determiners

Use the words **what**, **which** and **whose** before nouns to ask about people or things. These words are called **interrogative determiners** or **interrogative adjective**.

- **What** size do you wear?
- **Which** doll is your favorite?
- **Whose** baby is this?

### 4. Possessive Determiners

The words **my**, **your**, **his**, **her**, **its**, **our**, **their** are called **possessive determiners** or **possessive adjectives**. Use these words before nouns to say who something belongs to.

- I lent Margaret **my** guitar.
- The dentist asked **his** patient to open **her** mouth.

## F. Adverb (Azar, 1999, p. A-4).

### 1. Adverbs modify verbs. Often they answer the question “How?”

In (a): *How does he walk?* Answer: *Quickly*.

Example: (a) *He walks quickly.*

2. Adverb are often formed by adding **-ly** to an adjective.

*Adjective:     quick*

*Adverb:        quickly*

3. Adverbs are also used to modify adjective, i.e., to give information about adjectives, as in example:

*I am extremely happy.*

4. Adverb are also used to express time or frequency (*tomorrow, today, yesterday, soon, never, usually, always, yet*).

Example:     *Ann will come tomorrow.*

5. Some adverb may occur in the middle of a sentence. midsentence adverb have usual positions; they

(a) Come in front of simple present and simple past verbs (*except be*),  
(*Ann always comes on time*).

(b) Follow *be* (simple present and simple past), (*Ann is always on time*).

(c) Come between a helping verb and the main verb, (*Ann has always come on time*).

(d) In a question, a midsentence adverb comes directly after the subject,  
(*Doest she always come on time?*).

Common midsentence adverbs:

Ever	usually	generally	seldom
Never	already	always	often
Sometimes	rarely	not ever	finally

Frequently      occasionally      ever      probably

### G. Preposition

SeatonandMew (2007, p.132) define preposition as a word that connects one thing with another, showing how they are related. They asserts that it is usually followed by a noun or pronoun.

Azar (1999, p. A3) states that there are common prepositions, such as:

about	at	beyond	into	since	up
above	before	by	like	through	upon
across	behind	despite	near	throughout	with
after	below	down	of	till	within
against	beneath	during	off	to	without
along	beside	for	on	toward(s)	
among	besides	from	out	under	
around	between	in	over	until	

For examples:

1. The student studies in the library.

S                    V      PREP            N

2. We enjoyed the party at your house.

S            V            O      PREP            N

3. We went to the zoo in the afternoon.

(place) (time)

4. *In the afternoon*, we went to the zoo.

NOTE:

An important element of English sentence is the prepositional phrase. It consists of a preposition (PREP) and its object (O). The object of a preposition is a noun or pronoun. i.e., *The student studies in the library (noun)*.

In (1): *in the library* is a prepositional phrase. In (2): In most English sentence, “place” comes before “time”. i.e., *We went to the zoo (place) in the afternoon (time)* (3): Sometimes a prepositional phrase comes at beginning of a sentence. e.g, *In the afternoon, we went to the zoo*.

In this study, it focused only the list above. The researcher analyzed students’ grammatical errors in narrative writing which covers: noun, pronoun, verb, conjunction, adjective, adverb, and preposition.

#### **2.4. Concept of Grammatical Error**

Learning grammar is difficult for the learners to apply it. Therefore, the errors is unavoidable in the learning process of English as a foreign language for Indonesian learners. According to Burt and Kiparsky as cited in Putri and Dewanti (1974, p. 2), grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. Meanwhile, according to

Ellis(1997), grammar is traditionally concerned with the principles which determined the formation and interpretation of words, phrases and sentences. Therefore, the grammatical error is important to be considered by the learners because it does not match with the grammatical system of a language. The English learners have to be able to understand what grammatical rules of English and how to apply them well, especially in writing. The grammatical errors found in students' text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing.

#### **2.4.1. The Classifications of Error Types**

In this study, Dulay, Burt and Krashen (1982, p. 154) provide four types in classifications of errors:

##### **1. Omission**

This error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. eg: *why did you \* to hospital yesterday?* → (the verb is omitted in this sentence, it is needed to make the correct sentence and meaning. It should be *why did you go to hospital yesterday?*)

##### **2. Addition**

It is the opposite of Omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

There are types of addition of error:



- a. Double Markings: where two items are used as the marker in the same feature. eg: *shedidn't went to market* for *she didn't go to market*
- b. Regularization: Regularization is a rule, which typically applies to a class of linguistic items, such as the class of main verb or the class of nouns. In most languages, however, some members of a class are exceptions to the rule. eg: *spended* for *spent*, *eated* for *ate*, the noun *sheep* is also *sheep* in the plural, *not sheeps*.  
  
*We put all the equipments on the beach* → “Equipment” is uncountable noun and does not require the plural marker –s.
- c. Simple Addition: an addition error is not double marking nor regularization. eg: *the fishes doesn't live in the water*.

### 3. Misformation

Misformation is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

- a. Regularization errors: that fall under the misformation category are those which a regular marker is used in place of an irregular one, eg: *runned* for *ran*, *gooses* for *gees*.
- b. Archi-forms: selecting one item to represent others; using the item for all the sentences, eg: *He doesn't looking*. (isn't)  
  
*She name is Maria*. (her)
- c. Alternating forms: *I go to hospital yesterday*. (went)

### 4. Misordering error

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. Example:

- *I yesterday went to hospital.* (“yesterday” is not in exact position, the position should be in the last as adverb of time)
- *He is all the time late.*

Classifications above would be included in analyzing students’ grammatical errors in narrative writing.

## **2.5. Concept of Narrative Writing**

Narrative writing relates to terms writing skill and narrative text. The term writing according to Tarigan (cited in Agusta, 2015, p. 7), writing is a process in describing a language that can be understood by others. While the term narrative text according to Percy in Permana and Zuhri (2013: 2 ), 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. It can be concluded that narrative writing is a process in describing an event or a series of events by telling story which aimed to entertain the readers.

### **2.5.1. Concept of Writing**

Writing skill has the central role in explaining things and a result readers get information. Yahya, Ishak, Zainal, Faghat and Yahaya (2012, p. 114) argue that writing involves composing which implies the ability either to tell or retell pieces of information in the form of narration or description, or to transform information into new texts, as in expository or argumentative writing.

Furthermore, Al-Sobh & Al-Haq (2012, p. 288) define writing is a skill which requires students' mental ability and involves an activity that needs mental effort to think out, combine and arrange sentence to produce meaningful ideas. Afterwards, writing skill must be practiced and learned through experience. Academic writing demands conscious effort and practice in composing, developing, and analyzing ideas (Hourani, 2008, p. 2).

Heaton as cited in Septarini (2015, p. 27) attempts to group the kinds of skills necessary for writing good prose into five general components or main areas, as follow: (a) Language use, the ability to write correct and appropriate sentences. (b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language .e.g. punctuation and spelling. (c) Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information. (d) Stylistic skill: the ability to manipulate sentences and paragraph, and use language effectively. (e) Judgment skill: the ability to write in an appropriate manner for a particular purposes with a particular audience in mind, together with ability to select, organize and order relevant information.

There are four stages involve in writing process namely: Planning, drafting, revising, and editing (Seow, 2002, p. 315). Furthermore, the concept of writing has four main elements (Harmer, 2004, p. 4):

#### 1. Planning

Before starting to write, writer plan what they are going to write. For instance, making detailed notes or jotting a few words. Still others may not actually write down any notes because they may do all their planning in their mind.

## 2. Drafting

A draft can be referred to the first version of a piece of writing. It is often done on the assumption that it will be amended later.

## 3. Editing

After writers have produced a draft, they usually read through what they have written to see where it works and where it does not. The order of information is probably not clear even they may use different form of words or sentences.

## 4. Final version

It is the changes writing that writers make after they have edited drafts. It can be different from both the original plan and the first draft because it has changed in the editing process.

Moreover, Oshima and Hogue (2007, pp. 15-18) suggest four steps in writing process as the following:

### 1. Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

### 2. Organizing

The next step in the writing process is to organize the ideas into a simple outline.

### 3. Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper.

#### 4. Polishing, Revising and Editing

In this step, you polish what you have written. This step is also called *revising and editing*. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (*revising*). Then work on the smaller issues of grammar, punctuation, and mechanics (*editing*).

To sum up, as writing covers process with set of stages, thus it is considered as a complicated skill which requires considerable time and effort to master. In other words, writing should not be assumed as a natural gift. This skill can be trained. The students would be able to produce a good writing by following the steps of procedures in writing.

#### **2.5.2. Concept of Narrative Text**

Narrative text is a text that describes past event and it is used to entertain the reader. According to Rebecca (2003, p.5), narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. It is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.

In generic structure of narrative text, there are three steps in constructing according to Anderson and Anderson (2003, p. 6). They are:

1. Orientation, the writer tells the audience who is in the story, when it is happening where it is happening and what is happening.

2. Complication, the writer tells about something that will begin a chain of events.
3. Resolution is the ending of the story, it shows how the characters deal with the problem.

Furthermore, Coffman and Reed (2010, p. 5) stated 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. Moreover, Negrila and Ional (2012, p. 1) points out that there are many types of narrative texts: folktales, fairytales, fables, myths, legends, science-fiction, short stories, picture-story books and ballads, but also narration of past events, past experiences, incident reports, trip reports and other forms of military writing that may include narration etc.

From the definitions above, it can be concluded that narrative text tells past event such as an imaginary story, although some narratives may be based on facts. Then, the main purpose of a narrative is to entertain and engage the reader in imaginative experience.

## **2.6. Previous Related Studies**

There are some previous studies which are related to the present study. First, “An Analysis of Grammatical Errors in Writing Narrative Texts Done by the Second Semester Students at the Diploma Program English Departments in Airlangga University Surabaya” written by written by Putri and Dewanti (2014). This research aimed at finding out the types of grammatical error and the most frequent of grammatical error in the students’ narrative writing. The result of this study showed there were 209 cases. 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 (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 sentences structure occurred in percentage (6.72%). ). The similarity of previous study and present study, they both focus on grammatical errors in students' narrative writing. The difference of previous study and present study was the sample; previous study used the students of university while present study used the eleventh grade students of SMA Islam Az-Zahrah Palembang.

Second, "An Analysis of Grammatical Errors in Writing made by Turkish Learners of English as a Foreign Language" written by Abushihab (2014). The errors committed by the subjects are classified under five categories, they are: errors in tenses, in the use of prepositions, in the use of articles, in the use active and passive, and morphological errors. The results showed that participants made 179 grammatical errors of which 27 errors are in tenses, 50 errors in the use of prepositions, 52 errors in the use of articles, 17 errors in the use of passive and active voice and 33 were morphological errors. The similarity of previous study and present study, they both tried to find out students' grammatical errors. The differences were in the sample, instruments and error classification.

Third, "An Analysis of the Grammatical Errors in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta" written by Hendriwanto and

Sugeng (2013). This research aimed at finding out the types of grammatical error and the causes of grammatical error in the students' narrative writing. The result of this study found there were fourteen types of grammatical errors. The verb tense errors (24.47%), pronoun errors (11.56%), and the finite verb errors (10.51%). The similarity of previous study and present study, they both focus on grammatical error in students' narrative writing. The difference was showed in the way to classify grammatical errors.

Fourth, "An Analysis of Grammatical Errors in Students' Essay of Past Narration Comic" written by Salim (2013). The result of the study found that there were 727 errors. The finding showed that the most common errors which the participants produced were tenses (181 errors or 24.89%), followed by errors in word choice 9125 errors or 17.19%), punctuations (118 errors or 16.23%), subject-verb agreements (73 errors or 10.04%), prepositions (66 errors or 9.07%), articles (54 errors or 7.42%), singular/plural (48 errors or 6.06%), pronoun (35 errors or 4.81%), and spelling (27 errors or 3.71%). The similarity of previous study and present study, they both tried to figure out the grammatical errors in students' narrative writing. The difference was in the sample; previous study used the students of university while present study used the eleventh grade students of SMA Islam Az-Zahrah Palembang.

## **2.7. Research Setting**

In this case, researcher was as a student of English education study program faculty of tarbiyah Islamic State University Raden Fatah Palembang who



did the research in SMA Islam Az-Zahrah Palembang to collect and analyze the data whether the students tend to make grammatical errors or not.

In this study, research setting is very important to be known because it considers with where study was implemented. There are some information that is obtained from the school, it should describe below.

### **2.7.1. History of SMA Islam Az-Zahrah Palembang**

SMA Islam Az-Zahrah Palembang was built by Sriwijaya association of mothers' dignitary in 1997. In beginning (1997-2007), the active school was implemented in afternoon because the total of classrooms was not enough and the classroom was used by SMP Az-Zahrah Palembang. SMA Islam Az-Zahrah Palembang only had a floor of a building but it's right now four floors of a building on December 2013. On January 2001, the school got "DIAKUP" certificate. But, the accreditation of the school is "A" now.

### **2.7.2. Geographical Location of SMA Islam Az-Zahrah Palembang**

SMA Islam Az-Zahrah Palembang is located at Jalan Telaga besides Masjid Raya Taqwa, Ilir Barat I, Palembang, Sumatera Selatan.

### **2.7.3. Vision and Mission of SMA Islam Az-Zahrah Palembang**

The vision of SMA Islam Az-Zahrah Palembang is superior in the substantial quality of IMTAQ (Faith and Piety), cultural, and thinking of environment.

The mission of SMA Islam Az-Zahrah Palembang is as follows: 1) construct Islamic situation and personal, 2) create effective, innovative, and enjoyable learning, 3) provide students with IPTEK (Science and Technology)

that can be as life skill that can used in daily life, 4) help improving ability and talent for every individual student, 5) improve attention, concern, and a school committee toward the life environment, 6) develop feeling a social concern toward the life environment and cultivate clean and healthy cultures in the school, 7) develop and take advantage of school facilities that is cultured life environments, and 8) apply participative management that involve all school members.

#### **2.7.4. Teachers' Condition of SMA Islam Az-Zahrah Palembang**

There are 27 teachers of SMA Islam Az-Zahrah Palembang. There are 14 honorary teachers and 13 stationary teachers in academic years 2017-2018.

#### **2.7.5. Students' Condition of SMA Islam Az-Zahrah Palembang**

The total students at SMA Islam Az-Zahrah Palembang is 350 students. There are 108 students of the tenth grade, 112 students of the eleventh grade, and 131 students of the twelfth grade.

#### **2.7.6. Facility and Infrastructure of SMA Islam Az-Zahrah Palembang**

In SMA Islam Az-Zahrah Palembang, there is a big building of four floors. There are teacher's office and TU office. There are 10 classrooms. Every classroom includes some facilities such as tables, chairs, AC, projector (plus projector paper), electricity, bookshelf, whiteboard, and clock. For supporting facilities, the school has a library, UKS room, security room, sport field, 8 toilets for students and 4 toilets for teachers, canteen, Raya At-Taqwa mosque, music room, language lab, physics lab, biology lab, chemistry lab, and computer lab.

### **2.7.7. Curriculum of SMA Islam Az-Zahrah Palembang**

In academic years 2017-2018, there are two curriculums that are used at SMA Islam Az-Zahrah Palembang. For twelfth and eleventh grade students use KTSP but, tenth grade students use Revision Curriculum 2013.

### **2.7.8. Extracurricular Activities at SMA Islam Az-Zahrah Palembang**

The extracurricular activities of SMA Islam Az-Zahrah Palembang are PASKIB (Pasukan Pengibar Bendera), basket, futsal, English club, social, and olympiad clubs, pramuka, PMR (Palang Merah Remaja), rohani islam, band, seni tari and marching band.

## **CHAPTER III**

### **METHOD AND PROCEDURES**

This chapter presents: (1) method of research; (2) operational definitions; (3) population and sample; (4) data collection; and (5) data analysis.

#### **3.1. Method of Research**

This study was descriptive qualitative method. This method was used to describe the collected data. According to Lambert and Lambert (2012, p. 255), the goal of qualitative descriptive studies is a comprehensive summarization of specific events experienced by individuals or groups of individuals. They assert that there are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.

#### **3.2. Operational Definitions**

The title of this study was “An Analysis of the Grammatical Errors in Narrative Writing Made by the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang”. It was necessary to define some terms related to this study in order to avoid misinterpretation.

*Analysis* is the way of describing and explaining errors made by the ESL learners.

*Grammatical error* is the students' errors on the use of grammar rules that covers: noun, pronoun, verb, conjunction, adjective, adverb, and preposition.

*Narrative writing* is the students' writing activity in narrative text to measure whether they contribute grammatical errors, to analyze what kinds of grammatical errors, and to count how many grammatical errors made by the students in narrative writing.

### **3.3. Population and Sample**

#### **3.3.1. Population**

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristics. Fraenkel, Wallen and Hyun (2012, p. 122) argue that sample in a research study is the group on which information is obtained. The larger group to which one hopes apply the results is called the population.

The population of this research was the eleventh grade students at SMA Islam Az-Zahrah Palembang in the academic year 2016/2017. The number of students from each classes was different. The distribution of the population is as follows:

**Table 1.**The population of the research

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<b>No.</b>	<b>Class</b>	<b>Total Students</b>
1	XI IPA.A	38

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2	XI IPA.B	35
3	XI IPS.A	39
<b>TOTAL</b>		<b>112</b>

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*(Source: Staff of SMA Islam Az-Zahrah Palembang 2017/2018)*

### **3.3.2. Sample**

Sample is a subgroup of the target population that the writer plans to study for generalizing about the target population (Creswell, 2012, p. 142). Meanwhile, Fraenkel, et al. (2012, p. 122) claims sample is one of the most important which steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of select these individuals.

In this study, the sample taken by using purposive sampling. The researcher took one class of all the eleventh classes. According to Fraenkel, et al. (2012, p. 100), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need.

This study analyzed the grammatical errors. In addition, this study was related to qualitative study, only small number of sample was chosen. In this case, the researcher took class of XI IPA.A, consisting of 38 students as the sample of this study. It was chosen because based on research preliminary study, teacher

said that this class had the lower score in writing activity than the others. Therefore, it was chosen as a sample.

**Table 2.** The sample of the research

No.	Class	The Number of Students
1.	XI IPA.A	38

### **3.4. Data Collection**

In collecting the data, the researcher applied one instrument to elicit students' grammatical errors. The instrument was writing test. The reason why the researcher used writing test as the instrument is that through writing the students can create their sentences and really put their knowledge of structures in writing. Therefore, it was easier for the researcher to analyze and classify the data.

#### **3.4.1. Research Instrument Analysis**

According to Brown (2004, p. 3), test is a method of measuring person's ability, knowledge, or performance in a given domain. The students were assigned to write a narrative text. The instrument was expected in line with the scope and function. Before doing the test, the researcher gave some instructions which should be understood by the students. The students were asked to write a narrative text consist of three generic structures (orientation, complication, resolution) about 120 - 150 words within sixty minutes. The students chose one of the topics that the researcher offered. The topics are: (1)

Sangkuriang (2) Bawang Merah and Bawang Putih (3) The Legend of Malin Kundang (4) The Legend of Toba Lake, and (5) Timun Mas.

In doing this test, the researcher allowed the students to open a dictionary to make sure that they wrote each word correctly. The students did not need specific preparation. They completed the written test under their present condition at the time when the researcher came to the class to give a test. This spontaneous production was expected to produce authentic data.

### **3.4.2. Validity Test**

In addition, before the test was distributed to the students, the researcher asked the validators first to validate whether the instrument test was valid or not. In this study, the researcher validated the instrument. It was appropriate because the instruction, time allocation, and topic were clear enough.

## **3.5. Data Analysis**

In conducting this research, to analyze grammatical errors in narrative writing of the students, the procedures of error analysis proposed by Ellis (1997) would be used.

### **3.5.1. Analyzing Types of Grammatical Errors**

In analyzing types of grammatical errors, the researcher identifying errors, describing errors, explaining errors and evaluating errors.

#### **3.5.1.1. Identification and Description**

After collecting the data, the errors were identified and described. The researcher identified the data of the students' writing test to find out grammatical errors. In identifying the data, the researcher used the instrument



of error identification. Description referred to classifying the errors into types of errors which consist of omission, addition, misformation and misordering. After that, the researcher asked the experts judgment to crosscheck about the identification and description that was done by the researcher.

To identify and classify types of grammatical errors in narrative writing of the students, researcher applied the following steps:

- a. Selecting the sentences which contained the grammatical errors in the students' narrative writing, and then gave the marks in pencil or underline/highlight word/phrase/clause which showed the error.

Example: He were hungry.

Use caret \* to indicated omissions (if any).

Example:my mother cooked \* the kitchen (omission of preposition).

- b. Rewriting down the error sentences on the table 3.
- c. Identifying and classifying the types of errors based on classification by Dulay, Burt and Krashen (1982).

**Table 3.**Identification and Description of Grammatical Errors

Sentences		Identification of Errors	Types of Grammatica l Errors	Classification of error		
The Wrong Sentences	The Correct Sentences			OM	AD D	MF

---

### 3.5.2. Analyzing the Most Frequent Type of Grammatical Error

After doing identification and classification process, researcher counted the total number of each type of grammatical errors from the identification table. After that, the researcher counted the total number of all types of grammatical errors, and made percentage for each type of grammatical errors. In order to find out the most frequent type of grammatical errors, it was done by dividing the total number of each type of grammatical errors by the total number of all types of grammatical errors and then multiplying with one hundred percent. The following formula was used:

$$P = \frac{n1}{\Sigma N} \times 100\%$$

$P$  = Percentage of error

$n1$  = Total number of each type of grammatical errors

$\Sigma N$  = Total number of all types of grammatical errors

Total number of each type of grammatical errors
Percentage of error = _____ X 100%

The counting of those errors figured out in table below:

**Table4.**The Percentage of Grammatical Errors

Types of	Classification of Errors				Total
Grammatical Errors	Omission	Addition	Misformation	Misordering	

Total

---

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents: (1) research findings; and (2) discussion of the findings.

#### **4.1. Findings**

The findings presented the grammatical errors in the eleventh grade students of SMA Islam Az-Zahrah Palembang. The researcher identified all the grammatical errors found in students' narrative writing. The researcher focused on analyzing grammatical errors proposed by Ho (2005), and applied the procedure in analyzing error analysis based on Ellis (1997).

##### **4.1.1. Analyzing Types of Grammatical Errors**

###### **4.1.1.1. Identification and Classification of Grammatical Errors**

After conducting the test, researcher collected the data, identified, and analyzed the students' sentences by marking and underlining in every sentence that contained grammatical errors. The researcher analyzed students' grammatical errors in narrative writing which covers: noun, pronoun, verb, conjunction, adjective, adverb, and preposition. Classification by Dulay, Burt and Krashen (1982) would be used to explain the types of grammatical errors. The result of identification found that there were 621 grammatical errors that could be found in students' narrative writing.

###### **4.1.1.2. Description of the Errors**

In the description, the researcher rewrote the sentences that contained grammatical errors into table and then compared the error sentences with the

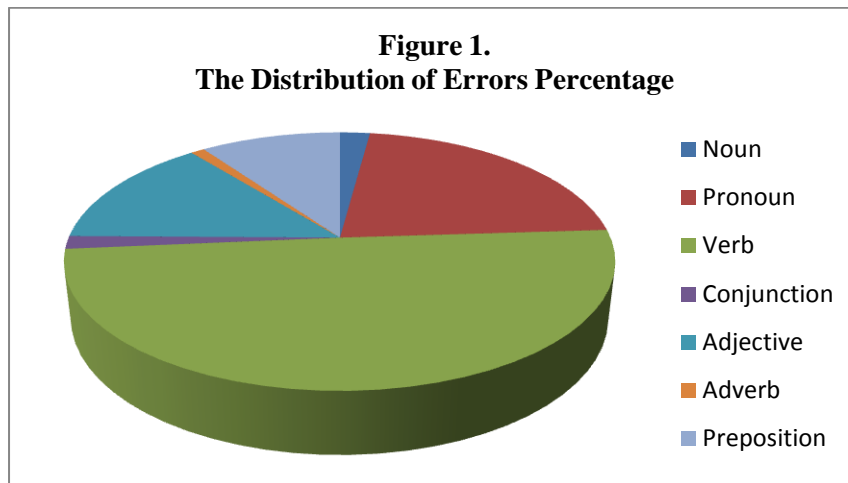
correct sentences. In doing this step, the researcher decided what types of grammatical errors they were and completed with the classification of errors. However, the researcher also found double or more errors in a sentence. After analyzing the students' errors, the researcher asked expert judgements to crosscheck the data. In this step, the researcher asked the expert judgements twice, because there were mistakes made by the researcher in analyzing the data, such as: categorization of types of errors and wrong identification of errors. After doing revision, the results were appropriate. The table description of errors can be seen in Appendix A.

#### 4.1.1.1. Counting of the Errors

After identifying and describing the data, the researcher counted the total number of all types of grammatical errors, and made percentage for each type of grammatical errors in students' narrative writing. The frequency and percentage of each type of grammatical error are as follows:

**Table 5.** The Frequency and Percentage of Grammatical Errors

No.	Types of Error	Frequency	Percentage
1.	Noun	13	(2.09%)
2.	Pronoun	136	(21.90%)
3.	Verb	308	(49.59%)
4.	Conjunction	10	(1.61%)
5.	Adjective	87	(14.00%)
6.	Adverb	6	(0.96%)
7.	Preposition	61	(9.82%)



1. Errors in Noun :  $13 \times 100 / 621 = 2.09\%$
2. Errors in Pronoun :  $136 \times 100 / 621 = 21.90\%$
3. Errors in Verb :  $308 \times 100 / 621 = 49.59\%$
4. Errors in Conjunction :  $10 \times 100 / 621 = 1.61\%$
5. Errors in Adjective :  $87 \times 100 / 621 = 14.00\%$
6. Errors in Adverb :  $6 \times 100 / 621 = 0.96\%$
7. Errors in Preposition :  $61 \times 100 / 621 = 9.82\%$

From the text above, there are 621 grammatical errors in students' narrative writing that could be found by the researcher from the eleventh grade students of SMA Islam Az-Zahrah Palembang. Besides that, the researcher also found double or more errors in a sentence.

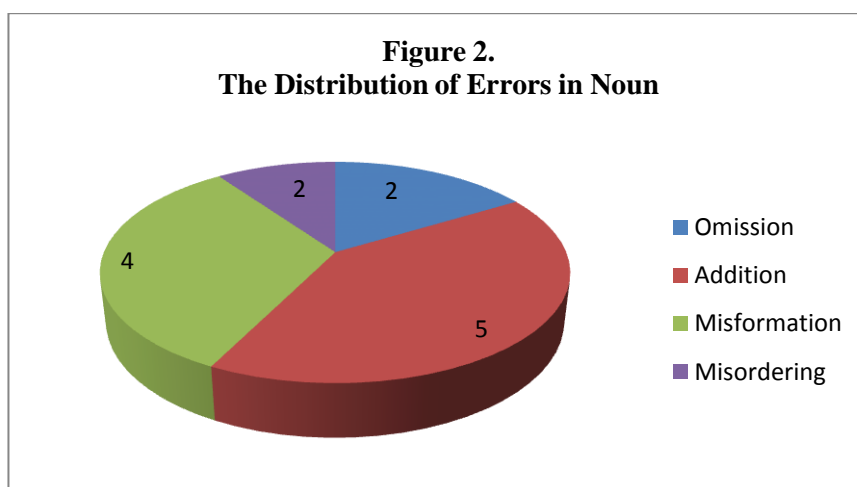
#### **4.1.1.2. Explanation of the Errors**

In this study, there were seven types of grammatical errors that were proposed by Ho (2005), they are: noun, pronoun, verb, conjunction, adjective,

adverb and preposition. And then, Classification by Dulay, Burt and Krashen (1982) was used.

#### a. Errors in Noun

The researcher found 13 errors in noun or 2.09%. The distribution of this type of error as follows:



From the distribution above, in order to know the percentage in omission, addition, misformation and misordering, the same formula was used. The results show that 15.38% errors were found in omission, 38.46% were found in addition, 30.76% were found in misformation and 15.38% were found in misordering.

These errors showed that students were not able to put a noun that must appear in a well-formed utterance. For example “*One \* , she said....*” it should be “*One day , she said....*” and the students omitted the grammatical morphemes, “*...lived a diligent boy name Malin Kundang*” it should be “*...lived a diligent boy named Malin Kundang*”

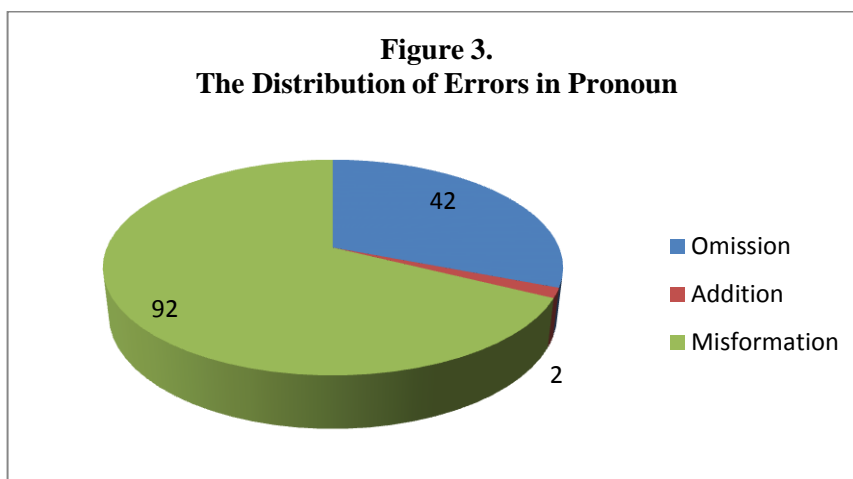
Then, the students put a noun which must not appear in a well-formed utterance, “Lived some people a little kid and his mother” it should be “Lived a little kid and his mother”

Furthermore, the students used the wrong form of the morphemes or structures. The error was found in singular noun, “if she is a women...” it should be “if she is a woman...”

Moreover, students put the noun in the wrong placement, “The pirate Malin offered to be their crew” it should be “The pirate offered Malin to be their crew.” All of those errors in noun could be seen in Appendix A.

#### **b. Errors in Pronoun**

In this type of grammatical errors, there were 136 errors found in pronoun. The distribution of this type of error as follows:



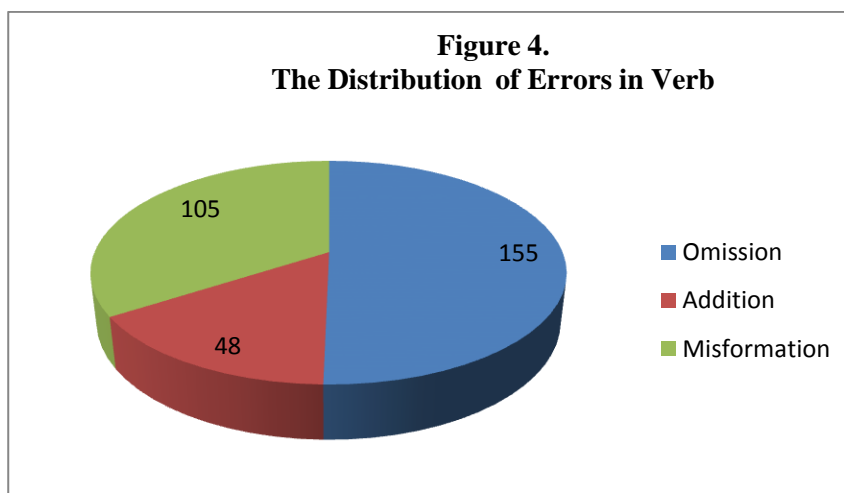
From the distribution of errors in pronoun above, three errors can be found, namely 30.88% errors in omission, 1.47% errors in addition and 67.64% errors in misformation. Whereas, misordering could not be found on students' error in pronoun.



Students omitted subjective pronoun in the sentence “ \* *had a wife*” instead “he *had a wife*”. After that, Students put pronouns were not needed in the sentence “...*to his mother at it home*” instead “...*to his mother at home*”, “Malin Kundang *in West Sumatera, lived a boy...*” instead “*In West Sumatera, lived a boy...*”. And then, the incorrect use of a subjective pronoun in the subject position “...*and he woke up*” instead “...*and she woke up*” and the incorrect use of a subjective pronoun in possessive adjective position “...*she mother*” instead “...*his mother*”. All of those errors in pronoun could be seen in Appendix A.

### c. Errors in Verb

In this type of grammatical errors, The results show that students committed 308 errors in verb. The distribution of this type of error as follows:



From all the errors, 50.32% errors were found in omission, 15.58% errors were found in addition and 34.09% errors were found in misformation. Whereas, misordering could not be found on students' error in verb.

In those errors, the students omitted the verb in the sentence “*I want to \** *to the city..*” instead “*I want to go to the city..*”, this sentence needed verb “go” to

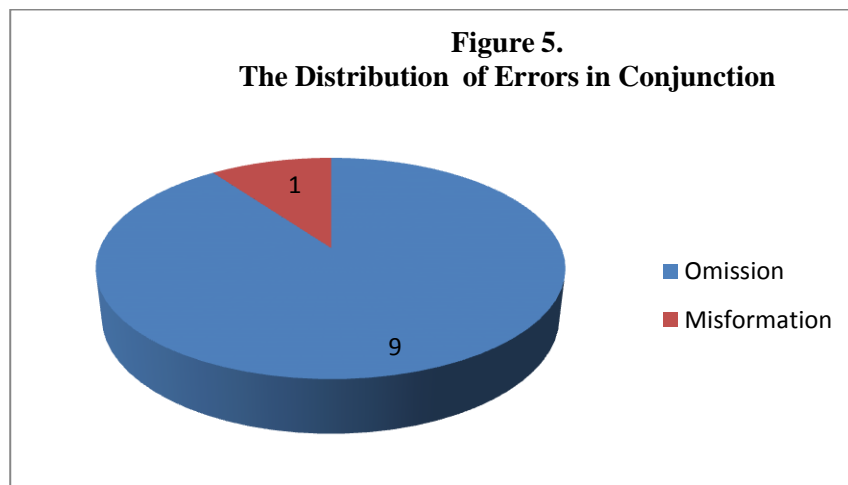
make the correct sentence. The other sentence “*his mother \* angry*” is needed verb to complete a sentence, it should be “*his mother was angry*”. After that, most of them omitted the grammatical morphemes, such as “*Every day, he complainto his mother*” instead “*Every day, he complained to his mother*”.

Furthermore, the students put the verbs were not needed. For example, they added “to be” in the sentence “*they are lived in...*” it should be “*they lived in...*” and they added the grammatical morphemes in the sentence “*he wanted to lived...*” instead “*he wanted to live...*” the sentence is incorrect because it has to use verb present when use infinitive with “to”.

Moreover, the students used the wrong form of the morphemes or structures, “*Malin go to the city*” the sentence is found as wrong sentence because the verb “go” was written in the present. It should be written in the past form using simple past tense. It is because the tasks that the students made are in the form of narrative texts. We have to use the simple past tense to express events or situations that existed before in the past. Therefore, the correction for sentence number one is supposed to be “*Malin went to the city*”. Furthermore, “*He meet a girl*” it should be “*He met a girl*” and, “*They are very poor*” it should be “*They were very poor*”. All the errors of the verb could be seen in Appendix A.

#### **d. Errors in Conjunction**

There were 10 errors found in conjunction. The distribution of this type of error as follows:



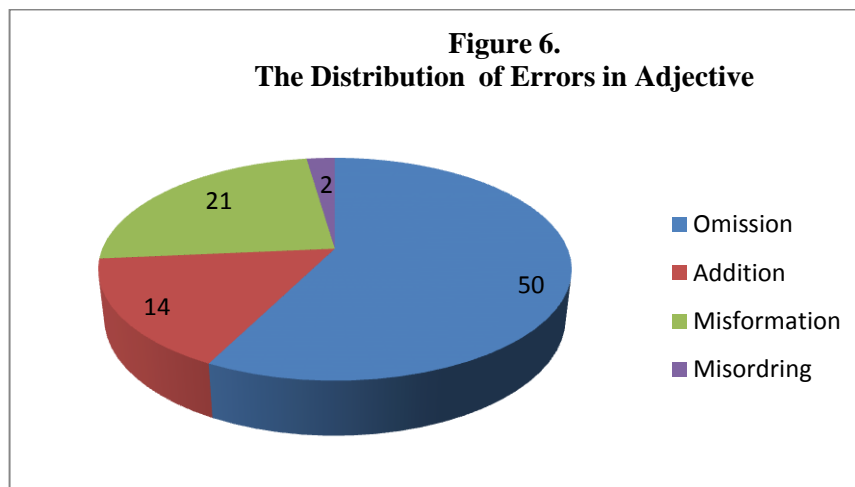
From 10 errors in conjunction above, there were 90% errors in omission, and 10% error in misformation. While, addition and misordering could not be found on students' error in conjunction.

Students omitted the item that should appear. For example, "*He went to the city \* he was successful*", it needed conjunction "and" to connect the sentence or phrase, it should be "*He went to the city and he was successful*", and "*Malin looked at his mother \* he was angry*" instead "*Malin looked at his mother and he was angry*."

Besides that, the students used the wrong form of the morphemes or structures in the sentence "*...an before Sangkuriang hunted,...*" instead "*...and before Sangkuriang hunted,...*". All the errors of the conjunction could be seen in Appendix A.

#### **e. Errors in Adjective**

In this type of grammatical errors, The results show that students committed 308 errors in adjective. The distribution of this type of error as follows:



From all the errors, 57.47% errors were found in omission, 16.09% errors were found in addition, 24.13% errors were found in misformation and 2.29% errors were found in misordering.

These errors showed that students were not able to put adjectives that must appear in a well-formed utterance, For example “*He had \* wife and \* child*” instead “*He had a wife and a child*”. It was wrong because the sentence needs an adjective “a” to describe noun. Use “a” with singular nouns to talk about any single person.

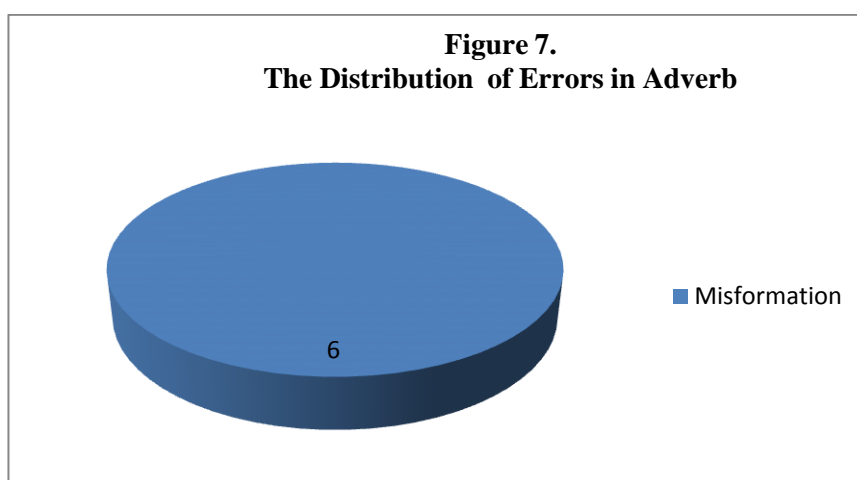
Then, the students put an adjective which must not appear in a well-formed utterance, For example “*Malin the forgot his mother*” It was wrong because The is unnecessary to describe an action verb, so it should be “*Malin forgot his mother*”, then “*A Malin said that...*” Ais unnecessary to describe subjective pronoun, it should be “*Malin said that...*”

Furthermore, the students used the wrong form of the morphemes or structures. The error was found “*In the little village*” instead “*In a little village*” and “*Malin met the girl*” instead “*Malin met a girl*”.

Moreover, students put an adjective in the wrong placement. For example “Lived a young beautiful woman” instead “Lived a beautiful young woman”. All the errors of the adjective could be seen in Appendix A.

#### **f. Errors in Adverb**

There were 6 errors found in adverb. The distribution of this type of error as follows:

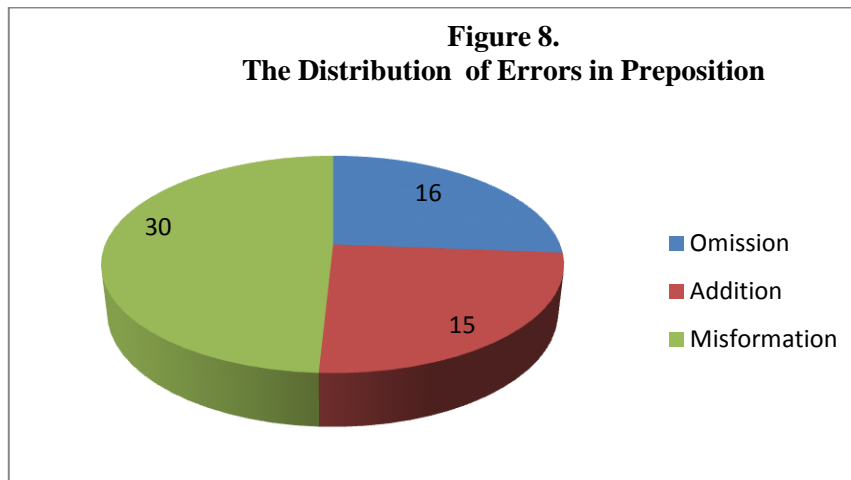


From all the adverb errors above, it was found only in misformation (100%). While, omission, addition and misordering could not be found on students' error in adverb.

These errors showed that the students choosing of incorrect adverb. For example “Once, Malin said to his mother” instead “One day, Malin said to his mother” and “Arrived here,...” instead “Arrived there,...”.

#### **g. Error is Preposition**

There were 61 errors were found in preposition. The distribution of this type of error as follows:



From all the errors, 16 or 26.22% errors were found in omission, 15 or 24.59% errors were found in addition and 30 or 49.18% errors were found in misformation. While, misordering could not be found on students' error in preposition.

Students omitted preposition in their sentences. For example “*His mother looked \* Malin*” instead “*His mother looked at Malin*” and “*Malin went \* the city*” instead “*Malin went to the city*”. After that, Students put preposition were not needed in the sentence “*Malin to left...*” instead “*Malin left...*” and “*She cursed to Malin*” instead “*She cursed Malin*”. And then, the incorrect use of preposition form in the sentence “*On the little village*” instead “*In the little village*” and “*Malin went to the city with a ship*” instead “*Malin went to the city by a ship*”. All the errors of the preposition could be seen in Appendix A.

#### **4.1.2. Analyzing the Most Frequent Type of Grammatical Errors**

After counting the total number of each type of grammatical errors, the researcher counted the total number of all types of grammatical errors and made percentage to find out the most frequent type of grammatical errors. The results

showed the error in verb became the most frequent type of errors with 308 errors (49.59%). In verb, the biggest number of errors comes from the omission 155 errors (50.32%). The second error was errors in pronoun with 136 errors (21.90%). The students mostly made the error in misinformation with 92 errors (67.64%). The third was errors in adjective with 87 errors (14.00%). Errors in omission became the most frequent type with 50 errors (57.47%). The fourth was errors in preposition with 61 errors (9.82%). Errors in misinformation became the most dominant type with 30 errors (49.18%). The fifth was errors in noun with 13 errors (2.09%). Errors in addition became the most frequent type with 5 errors (38.46%). The sixth was errors in conjunction with 10 errors (1.61%). Errors in omission became the most frequent type with 9 errors (90%). The last was errors in adverb, the errors come from misinformation with 6 errors (100%).

## **4.2. Discussion**

The discussion discusses the summarizing of the data in the finding and interpretation related to the findings.

### **4.2.1. Summarizing**

After conducting the steps in analyzing error analysis based on Ellis (1994) to find grammatical errors in students' narrative writing, all the data summarized in the table as follows:

**Table 6.** Summarizing of Research Findings

Types of Grammatical Errors	Classification of Errors				Total
	Omission	Addition	Misformatio	Misorderi	
	n		n	ng	
noun	2 (15.38%)	5 (38.46%)	4 (30.76%)	2 (15.38%)	13 (2.09%)
pronoun	42 (30.88%)	2 (1.47%)	92 (67.64%)	-	136 (21.90%)
verb	155 (50.32%)	48 (15.58%)	105 (34.09%)	-	308 (49.59%)
conjunction	9 (90%)	-	1 (10%)	-	10 (1.61%)
adjective	50 (57.47%)	14 (16.09%)	21 (24.13%)	2 (2.29%)	87 (14.00%)
adverb	-	-	6 (100%)	-	6 (0.96%)
preposition	16 (26.22%)	15 (24.59%)	30 (49.18%)	-	61 (9.82%)

As seen in table above (table 6), it proved that students made grammatical errors in narrative writing. There are 621 errors that could be found by researcher. The students contributed the seven types of grammatical errors. The most frequent type of grammatical errors was *verb* with the frequency 49.59%. In



verb, the biggest number of errors comes from the *omission* (50.32%). This result showed that the students faced some difficulties in using verb which must appear in a well-formed utterance and they also omitted the grammatical morphemes.

On the other hand, the second rank is placed by errors of *pronoun* which amount 21.90%. The most frequency errors occurred in *omission* (30.88%). This result showed that the students did not put pronoun in place which supposed to use pronoun and it also implied that the students drop the use of pronoun in the sentence where it is obligatory.

Furthermore, it is followed by errors of *adjective* occurred in percentage 14.00%. The most frequency errors occurred in *omission* (57.47%). This result showed that the students did not able to put the adjective in the sentence where it is obligatory.

After that, it is followed by errors of *preposition* with the frequency 9.82%. The most frequent errors occurred in *omission* (26.22%). This result showed that the students did not able to put the preposition in the sentence where it is necessary.

Afterwards, it is followed by errors of *noun* which amount 2.09%. The most frequent errors occurred in *addition* (38.46%). This result showed that the students did not understand about the use of noun and it also implied that the students supply noun in the sentences where it is undesirable.

Next, it is followed by errors of *conjunction* with the frequency 1.61%. The most frequent errors occurred in *omission* (90%). This result showed that the students did not able to put the conjunction in the sentence where it is obligatory.

The last, it is followed by errors of *adverb* with the frequency 0.69%. It was occurred only in *misformation* (100%). This result showed that the students had difficulties in using adverb and it is implied that the students supply it in the sentences where it is incorrect.

#### **4.2.2. Interpretations**

Interpretation is presented as the way to discover the ideas related to the findings, previous study, and existing theories. The finding showed that the eleventh grade students of SMA Islam Az-Zahrah Palembang contributed the seven types of grammatical error proposed by Ho (2005). Then, classification by Dulay, Burt and Krashen (1982) was used to analyze the errors.

Based on the findings above, this research revealed that the most frequent type of grammatical errors contributed by the students in their test of narrative writing was verb. Omission became the most frequent type of error. For example, “*Malin was shy to \* his mother (admit)*” and “*His mother look at Malin (looked)*”. Omission is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words (Dulay, Burt & Krashen, 1982, p. 154).

Error in omission in this study was marked by the students omitted an item that should appear in a sentence, it might be caused by interlingual transfer, it occurred because of the influence of mother tongue of the students (Brown, 2000, p. 224). For example in the sentence “*his mother \* very angry*”, the students omitted the auxiliary verb because in students’ mother tongue, the sentence “*ibunya sangat marah*” did not need an auxiliary verb. It was supported by

Dulay, Burt and Krashen (1982, p. 97). They defined that interference as the automatic transfer due to habit of surface structure of the first language onto the surface of the target language. The definition seemed similar to interlingual transfer.

While, In this study, Error in pronoun was the second rank. students also have an confussion the usage of the pronoun. For example, the sentences "*his mother cursed his*" instead "*his mother curse him*" and "*Malin forgot him mother*" instead "*Malin forgot his mother*" it could be caused by interference of their mother tongue, because in bahasa Indonesia there is no differences between the usage of subject pronoun, object pronoun, possessive pronoun and possessive adjective.

Next, the result of the findings also shown that there were many errors in Adjective. Some examples in this study was stated in the sentences "*He came to \* village*" instead "*He came to the village*" and "*He had \* wife*" instead "*He had a wife*". In this study, students have a confussion in the use of article in indefinite and definite article. Because in bahasa Indonesia, there is no difference between the use of article to talk about any single person or thing and a certain person or thing. So, it showed article was problematic for the students.

Next, the errors which the students made in the use of preposition. It was as the fourth rank. Whether in preposition *to, on, in* etc. The example of the present study in the sentences "*She wanted \* curse Malin*" instead "*She wanted to curse Malin*", "*Malin didn't to admit her*" instead "*Malin didn't admit her*" and "*On a little village*" instead "*In a little village*" Therefore, the students

confused choosing the right preposition. That is called interference, which becomes one of the sources of the errors in the second language. They also stated that when learners make errors because of the first language, those errors are known as interlingual errors. While, Brown (2000, p. 223) explained that interlingual transfer is the system of the second language is familiar and the native language is the only previous linguistic system upon which the learner can draw. In the other word, the error is the result of transfer from the native language. The second language learners try to combine their information from their native language and second language they are learning.

Moreover, errors in noun was found in this study. For example, *“they asked the peoples to join work”* instead *“they asked the people to join work”*. Students still confused in using nouns. They just added “s” in every plural noun. They did not know whether it was a regular or irregular noun. Because in bahasa Indonesia, there is no difference between the usage of singular or plural noun and regular or irregular noun.

Next, students confused in conjunction. For example, *“he went to the city \* he was successful”* instead *“he went to the city and he was successful”*. Students rarely used conjunction because they do not understand the importance of it.

And the last, adverb was found as the most rarely type of grammatical errors. Such as the other types of grammatical errors, students got in trouble in the use of adverb. For example, *“someday, Malin wanted to leave the home”* instead *“one day, Malin wanted to leave the home”*. It proved that students used

unappropriate form in using adverb. It is due to probably lack of competence in using English.

From all discussions above, it can be summarized that the eleventh grade students of SMA Islam Az-Zahrah Palembang who learn English as a foreign language tend to make grammatical errors, especially error in verb. Students got difficulties because Indonesian grammatical system does not also have rule in tenses. The students will use similar form of sentence even though they would like to describe their events in present, past, and future. Besides that, students tend to make grammatical errors in their writing, especially in narrative writing because they are probably lack of competence in producing English. Therefore, they are unable to determine what the constructions are because they think that their utterances are what they intend to do. They are usually not able to make any corrections of their errors by themselves. Therefore, they need teachers to correct their grammatical errors by analyzing their writing during learning process.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter discusses: (1) conclusions, and (2) suggestions.

#### **5.1. Conclusions**

This study collected some important information from the eleventh grade students of SMA Islam Az-Zahrah Palembang in narrative writing. The conclusions of this study presented as follows:

1. Based on the finding of the analysis, it can be seen that the students written the seven types of grammatical errors which cover: noun, pronoun, verb, conjunction, adjective, adverb and preposition.
2. The findings showed that errors in verb is the most frequent type of errors followed by error in pronoun, error in adjective, error in preposition, error in noun, error in conjunction, and the last is error in adverb.

#### **5.2. Suggestions**

Based on the study that was carried out, the researcher would like to propose some suggestions as a new idea for a better teaching and learning process especially in teaching writing in SMA Islam Az-Zahrah Palembang and other researchers.

1. For the teacher of English, the researcher suggested to make correction and give more comprehension and further explanations toward students' grammatical errors during learning process in students writing when they make grammatical errors especially in verb.

2. For the students, it is expected to practice more in English writing especially in narrative writing by trying to practice in using past form. They have to learn more about grammar rules by reading more materials in order to improve their English grammatical ability.
3. For the other researchers, it is expected that this research can give a reference to the other researchers who want to conduct similar research. As error is the biggest problem in this research, the researcher hoped that the other researchers can find out the source why the students tend to make grammatical errors and find out the other problems that can be revealed in this research.

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## APPENDIX B

### Questionnaire

1. Sudah berapa lama ibu/bapak mengajar bahasa Inggris di sekolah SMA Islam Az-Zahrah Palembang?
2. Pada saat ini, kurikulum apakah yang digunakan di sekolah ini?
3. Apakah ibu/bapak mengajar siswa kelas XI?
4. Untuk siswa, adakah kesulitan yang sering mereka dapatkan disaat belajar bahasa Inggris? Semisal dari semua skill (listening, writing, speaking and reading)?
5. Mengenai writing, khususnya disaat siswa diberikan tugas untuk menulis sebuah teks yang memuat grammar, masalah apakah yang paling sulit bagi siswa itu sendiri?

## APPENDIX C

### Interview Guidelines for Interviewing the Students

1. Bagaimana pandangan anda terhadap pelajaran bahasa Inggris?
2. Apakah kalian juga belajar bahasa Inggris diluar sekolah (nonformal)?
3. Kesulitan apasajakah yang sering kalian hadapi disaat belajar bahasa Inggris?
4. Apakah kalian sering melatih kemampuan bahasa Inggris kalian? Dengan cara apa?
5. Jika tidak (no.4), lalu bagaimanakah solusi yang bisa kalian lakukan untuk menghadapi kesulitan tersebut?

#### Answer

1. Bahasa inggris itu sangat penting, tapi sulit
2. Kebanyakan menjawab "tidak"
3. Banyak sekali kesulitan, seperti grammar, merangkai kata-kata, penggunaan kata kerja juga
4. "tidak pernah"  
"jarang"
5. Hanya belajar dari guru di sekolah dan bisa melatih kemampuan dengan cara mendengarkan lagu bahasa Inggris

## APPENDIX D

### Instrument Test

### WRITING TEST

Direction!

1. Write a narrative text. Choose one of the topics below:

<p>a. Sangkuriang</p>  <p><a href="http://ceritarakyat.50webs.com">http://ceritarakyat.50webs.com</a></p>	<p>b. Bawang Merah Bawang Putih</p>  <p><a href="http://www.brilio.net">http://www.brilio.net</a></p>
<p>c. Malin Kundang</p>  <p><a href="https://rahayusawitri.wordpress.com">https://rahayusawitri.wordpress.com</a></p>	<p>d. Danau Toba</p>  <p><a href="http://www.lokerseni.web.id">http://www.lokerseni.web.id</a></p>
<p>e. Timun Mas</p>  <p><a href="http://www.lokerseni.web.id">http://www.lokerseni.web.id</a></p>	



2. Your text should consist of three generic structures (orientation, complication, resolution) in about 120-150 words.
3. You have 60 minutes to write down a narrative text.

**GOOD LUCK!!!**



## APPENDIX E

### LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Validator : Manalullqili, M.Ed      Institution : UIN Raden Fatah  
Occupation : English Teacher      Date : 9 May 2017

Information: The writing test will be conducted for the eleventh grade students of SMA Islam Az-Zahrah Palembang.

The scale of response is categorized as follows:

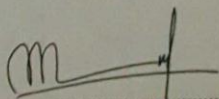
Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction				✓		
2	Time Allocation					✓	
3	Topic					✓	
<b>Comment:</b>							

Palembang, 08<sup>th</sup> May 2017

Validator I

  
.....  
Manalullqili, M.Ed  
.....

**LEVEL OF APPROPRIATENESS OF WRITING TEST**

Name of Validator : *Delta Desvita Sari, M.Pd* Institution : *UIN Raden Fatah*  
 Occupation : *English Lecturer* Date :

Information: The writing test will be conducted for the eleventh grade students of SMA Islam Az-Zahrah Palembang.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction				✓		<i>Appropriate</i>
2	Time Allocation				✓		<i>Appropriate</i>
3	Topic				✓		<i>Appropriate</i>
<b>Comment:</b> <i>Review as suggested!</i>							

Palembang, 10 May 2017

Validator II

*[Signature]*  
 \_\_\_\_\_  
 Delta Desvita Sari, M.Pd

**LEVEL OF APPROPRIATENESS OF WRITING TEST**

Name of Validator : Aisyah Shahab, M.Pd      Institution : UIN Raden Fatah  
 Occupation : English Lecturer      Date : May 9, 2017.

Information: The writing test will be conducted for the eleventh grade students of SMA Islam Az-Zahrah Palembang.

The scale of response is categorized as follows:

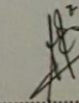
Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Test Items					Categorization
		1	2	3	4	5	
		1	Instruction				
2	Time Allocation					✓	Very Appropriate
3	Topic					✓	Very Appropriate
<b>Comment:</b>							

Palembang, 9 May 2017

Validator III



.....  
 Aisyah Shahab, M.Pd

APPENDIX F

Name : Rock mal Rizky

Topic : malin kundang

Answer Sheet

a few year ago lived in podang one the little village  
lived malin kundang. malin kundang with her mother one days  
he think to change his life to rich and he go to another island  
One day he back to the village he's know Rich. have wife  
and child. when he come to village she's mom too malin  
but malin not admited her mother because his mother too  
Ugly and malin why to admited her mother and her mom  
very angry with malin and malin change to stone because  
her mom cursed his



Name : M Reza Fachriza Haqie  
Topic : Malin Kundang

Answer Sheet

orientation { Once upon a time, (Malin Kundang) ~~at~~ in West Sumatera  
(live) a boy and his mother, they ~~are~~ very poor. the boy  
said to ~~him~~ mom "mom... I want go to the city and  
make our life more better" his mother said "yes.  
becareful my son".

compication { ~~Once upon a time, his rebellious to she~~ a few ago.  
the boy<sup>↑</sup> back to his village with his wife, ~~the boy~~  
~~don't went to he~~ (has) a poor mom when they<sup>↑</sup> ~~at they~~  
at the village. a lady (come) to the boy and said "  
yours my son" but the boy, ~~don't~~ like and (his) said  
"no. you'r not my mom"

Resolutron { the lady (feel) dsupponted and (her) said " (accused)  
yo to be a rock, you'r rebellious " suddenly the boy<sup>to</sup> be  
a rock. they boy said " For give me mom and his  
wife loud"



## APPENDIX G












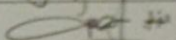


## Students' Attendance List

## SMA Islam Az-Zahrah Palembang

## Narrative Writing Test

Date :

NO	Name	L/P	Signature
1	AULIA BALKIS	P	
2	MAYA IRMAWIYA	P	
3	HERLINA	P	
4	LULU SABILA	P	
5	PUTRI FADILLAH AMANDA	P	
6	REVITA CHARISMA PUTRI	P	
7	TIARA RAMADINI	P	
8	VIRA AGUSTA CHANDRA	P	
9	M. REZA FACHRIZA HAQIE	L	
10	M. RAJA RAFI	L	
11	RACHMAT RIZKY	L	
12	MUHAMMAD FARHAN	L	
13	RM. DHANIDY NAUFALDI	L	
14	M. RAFLI YASYKUR	L	
15	M. Reza W	L	
16	AZALEA PUTRI -S.	P	
17	M. Rizky ISRAJ. KARIM	L	
18	Said Osman . R	L	

19	M. HAIRIL - RAHMAN	L	
20	ACHMAD KURNIA BAKTI	L	
21	KMS A. HAFIZH. R	L	
22	Shafira Nuanani	P	
23	Zurriyan Afifah	P	
24	M. andrea Pratomo	L	
25	Pamir Setrisro	L	
26	M. Tinal Aric	L	
27	Rifka Peraniwi Putri	P	
28	NYIMAS NABILAH	P	
29	AQILLA FATIMAH ALIAHRA	P	
30	Angely Nurma Rizal	P	
31	Isma'il HGSan Sarcasih	L	
32	M. DEBRA P.F	L	
33			

**APPENDIX H**

**RESEARCH GALLERY**





KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN)  
RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Tikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
UIN RADEN FATAH PALEMBANG  
Nomor : B-1027/UJn.09/II.1/PP.009/2/2017

Tentang  
PENUNJUKKAN PEMBIMBING SKRIPSI  
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang : 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.  
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat : 1. Undang - Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional  
2. Undang - Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;  
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengelakan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;  
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;  
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;  
7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;  
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;  
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium Jilingkungan Universitas Islam Negeri Raden Fatah Palembang.  
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri.

MEMUTUSKAN

Menetapkan  
PERTAMA : Menunjuk Saudara 1. M. Holandyah, M.Pd NIP. 19740507 201101 1 001  
2. Gita Andriani, M.Pd NIP.

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Murdliyana  
NIM : 12250090  
Judul Skripsi : An Analysis of the Grammatical Errors in Writing Narrative Text Made by the Eleventh Grade Students of SMA Aisyiyah 1 Palembang.

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 21 februari 2017

Dekan

Prof. Dr. H. Kasinyo Harto, M. Ag.  
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN)  
RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-3369/Un.09/II.1/PP.009/5/2017

Berdasarkan Surat Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-1027/Un.09/II.1/PP.009/2/2017, Tanggal 21 Februari 2017, poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama : Murdliyana  
NIM : 12250090  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang  
Jurusan : Pendidikan Bahasa Inggris

Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut :

Judul Lama : An Analysis of the Grammatical Errors in Writing Narrative Text Made by the Eleventh Grade Students of SMA Aisyiyah 1 Palembang.

Judul Baru : An Analysis of the Grammatical Errors in Narrative Writing Made by the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 8 Mei 2017

An Dekan  
di PBI,



Arif Laksyana Marzulina, M.Pd  
12011012001





**UNIVERSITAS ISLAM NEGERI (UIN)  
RADEN FATAH PALEMBANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Nomor : B-4764/Un.09/11.1/PP.00.9/7/2017 Palembang, 27 Juli 2017  
 Lampiran :  
 Perihal : Mohon Izin Penelitian Mahasiswa/i  
 Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah  
 Palembang.

Kepada Yth,  
 Kepala SMA Islam Az-Zahrah Palembang  
 di  
 Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama : Mardiyana  
 NIM : 12250090  
 Prodi : Pendidikan Bahasa Inggris  
 Alamat : Jl. Sei Itam Bukit Lama Palembang  
 Judul Skripsi : An Analysis of the Grammatical Errors in Narrative Writing Made by the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang.

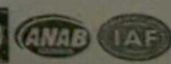
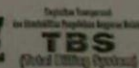
Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb

KEMENTERIAN AGRI  
 UIN RADEN FATAH PALEMBANG  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Palembang, 27 Juli 2017  
 Dr. H. Kasinyo Harto, M. Ag.  
 NIP. 19710911 199703 1 004

- Tembusan :
1. Rektor UIN Raden Fatah Palembang
  2. Mahasiswa yang bersangkutan
  3. Arsip

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126  
 Telp. (0711) 353276 website : [www.tarbiyah.radenfatah.ac.id](http://www.tarbiyah.radenfatah.ac.id)





YAYASAN AZ-ZAHRA  
HIMPUNAN WARGA SRIWIJAYA JAKARTA  
BADAN PELAKSANA KEGIATAN PALEMBANG  
**SMA ISLAM AZ-ZAHRAH**  
TERAKREDITASI "A"

Jln. Telaga Komplek Masjid Taqwa Kel. 30 Ilir Kec. IB II (0711) 355067 Palembang, 30144  
Website : [www.az.zahra.net](http://www.az.zahra.net) / Email : [smaiazplg@yahoo.com](mailto:smaiazplg@yahoo.com)

**SURAT KETERANGAN**

Nomor :022/SMA. I AZ/KP/VIII/2017

Yang bertanda tangan di bawah ini, Kepala SMA Islam Az-Zahrah Palembang dengan ini menerangkan bahwa :

Nama : Murdliyana  
NIM : 12250090  
Program Studi : Strata Satu ( S.1 )  
Jurusan : Pendidikan Bahasa Inggris

Memang benar nama tersebut di atas telah melakukan penelitian/riset dengan judul " **An Analysis of the Grammatical Errors in Narrative Writing Made by the Eleventh Grade Students of SMA Islam Az- Zahrah Palembang** " di SMA Islam Az - Zahrah Palembang untuk memenuhi pengambilan data dalam penyusunan Skripsi, pada tanggal 03 Agustus 2017 di SMA Islam Az-Zahrah Palembang.

Demikianlah surat keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Palembang, 04 Agustus 2017

Kepala Sekolah,



**Abdul Parial, S.Pd.,M.Pd**  
NIP.196710092007011006



Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website: <http://radenfatah.ac.id>, Email: [tarbiyah@radenfatah.ac.id](mailto:tarbiyah@radenfatah.ac.id)

**THESIS CONSULTATION CARD**

NAME : Murdliyana  
STUDENT NUMBER : 12250090  
FACULTY : Tarbiyah  
ADVISOR I : M. Holandiyah, M.Pd  
THESIS TIT : An Analysis of the Grammatical Errors in Narrative Writing made by the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang.

No.	Date	Aspect Consulted	Comment	Signature
	24/5-17	Proposal	revise as suggest	AL
	30/5-17	proposal.	ok. Continue the next step!	AL
	28/9-17	chapter I	add and interpret the explanation on given ayah!	AL
	29/9-17	chapter I	ok	AL
	29/10-17	chapter II	revise as suggest	AL
	3/10-17	chapter II	ok	AL

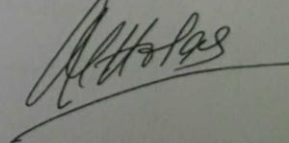


4/10-17	chapter III	Revise as suggested	AP
5/10-17	chapter III	ok	AP
6/10-17	chapter IV	Revise the result analysis as your data analysis	AP
7/10-17	chapter V	ok. Register for the exam soon!	AP
			AP 10/10-17

Palembang,

2017

Advisor I



M. Holandiyah, M.Pd



Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website: <http://radenfatah.ac.id>, Email: [tarbiyah@radenfatah.ac.id](mailto:tarbiyah@radenfatah.ac.id)

### THESIS CONSULTATION CARD

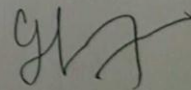
NAME : Murdliyana  
STUDENT NUMBER : 12250090  
FACULTY : Tarbiyah  
ADVISOR II : Gita Andriani, M.Pd  
THESIS TITE : An Analysis of the Grammatical Errors in  
Narrative Writing made by the Eleventh  
Grade Students of SMA Islam Az-Zahrah  
Palembang

No.	Date	Aspect Consulted	Comment	Signature
1.	15/4 - 2017	Research proposal	Revise as suggested	
2.	9/5 - 2017	Research proposal	still need minor revision	
3.	17/5 - 2017	Research proposal (chapt. 1-3)	ok! see your 1 <sup>st</sup> advisor.	
4.	27/9 - 17	Chapt. 4-5	give deeper interpretation.	
5.	28/9 - 17	all chapters	ok. see your first advisor	
6.	5/10 - 17	all chapters/ Thesis	ok, proceed to examination.	

--	--	--	--	--

Palembang, 5 Oktober 2017

Advisor II



Gita Andriani, M. Pd

## APPENDIX A : The Description of Grammatical Errors

### Identifications and Classifications of Grammatical Errors

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
1	On <u>the</u> little village	In a little village	1. On 2. the	1. preposition 2. adjective			√	
2	Lived Malin Kundang and <u>her</u> mother	Lived Malin Kundang and his mother	her	pronoun				√
3	One <u>days</u> , he <u>think</u> to change his life...	One day, he thought to change his life	1. days 2. think	1. noun 2. verb		√		
4	He <u>go</u> to...	He went to...	go	verb				√
5	He * back to the village	He was back to the village	*	verb	√			
6	He <u>is</u> now rich	He was now rich	is	verb				√
7	* <u>have</u> * wife and * child	He had a wife and a child	1. * 2. have 3. * 4. *	1. pronoun 2. verb 3. adjective 4. adjective	√			√
					√			
					√			

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
8	He <u>come</u> to * village	He came to the village	1. come 2. *	1. verb 2. adjective		√		√
9	<u>She</u> mother <u>look</u> * Malin but Malin * not <u>admitted</u> <u>her</u> mother because his mother <u>look</u> ugly and Malin * shy to <u>mengakui</u> <u>her</u> mother	His mother looked at Malin but Malin did not admit his mother because his mother looked ugly and Malin was shy to admit his mother	1. she 2. look 3. * 4. * 5. admitted 6. her 7. look 8. * 9. * 10. her	1. pronoun 2. verb 3. preposition 4. verb 5. verb 6. pronoun 7. verb 8. verb 9. verb 10. pronoun		√	√	√
10	<u>Her</u> mother * very angry	His mother was very angry	1. her 2. *	1. pronoun 2. verb		√		√

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
11	Malin <u>change to</u> * stone	Malin changed into a stone	1. change 2. to 3. *	1. verb 2. preposition 3. adjective	√			√
12	<u>Her</u> mother cursed <u>his</u>	His mother cursed him	1. her 2. his	1. pronoun 2. pronoun				√
13	Once upon * time, ..	Once upon a time, ..	*	adjective	√			
14	He lived in * village with <u>her</u> mother	He lived in the village with her mother	1. * 2. her	1. adjective 2. pronoun	√			√
15	They <u>are</u> lived <u>with of</u> poor	They lived poor	1. are 2. with of	1. verb 2. preposition		√		
16	..and * <u>no</u> come back	..and he didn't come back	1. * 2. no	1. pronoun 2. verb	√			√
17	..Malin <u>went to lived</u> * home and <u>lift her</u> mother	..Malin left his home and left his mother	1. went 2. to 3. lived 4. * 5. lift 6. her	1. verb 2. preposition 3. verb 4. pronoun 5. verb 6. pronoun		√	√	√



No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
22	Every day, he <u>complain</u> ..	Every day, he complained..	complain	verb	√			
23	He <u>want</u> to <u>lived</u> like wealthy person	He wanted to live like wealthy person	1. want 2. lived	1. verb 2. verb	√		√	
24	<u>Once, a</u> Malin said to * mother	One day, Malin said to his mother	1. once 2. a 3. *	1. adverb 2. adjective 3. pronoun				√
25	"mother, * want to * to * city.."	"mother, I want to go to the city.."	1. * 2. * 3. *	1. pronoun 2. verb 3. adjective	√			
26	Arrived <u>here</u> ,..	Arrived there,..	here	adverb				√
27	..and he * <u>success</u>	..and he was successful	1. * 2. success	1. verb 2. adjective	√			
28	Malin <u>meet</u> <u>the</u> girl and he <u>want</u> to <u>married</u> *	Malin met a girl and he wanted to marry her	1. meet 2. the 3. want 4. married 5. *	1. verb 2. adjective 3. verb 4. verb 5. pronoun	√			√



No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
						√		
						√		
29	Malin looked * his mother * * * angry	Malin looked at his mother and he was angry	1. * 2. * 3. * 4. *	1. preposition 2. conjunction 3. pronoun 4. verb	√ √ √ √			
30	She <u>want</u> cursed <u>to</u> Malin * a rock	She cursed Malin into a rock	1. want 2. to 3. *	1. verb 2. pereposition 3. preposition		√ √		
31	<u>A life the</u> man with <u>him</u> mother. They <u>are</u> very poor	Lived a man with his mother. They were very poor	1. a 2. life 3. the 4. him 5. are	1. adjective 2. verb 3. adjective 4. pronoun 5. verb		√  √ √ √		

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
32	<u>Once</u> , <u>a</u> Malin said to * mother	One day, Malin said to his mother	1. Once 2. a 3. *	1. adverb 2. adjective 3. pronoun				√
33	..”mother, I want to * * the city..”	..”mother, I want to go to the city..”	1. * 2. *	1. verb 2. preposition			√	
34	“..and don’t forget <u>to</u> me”	“..and don’t forget me”	to	preposition			√	
35	Malin <u>go</u> to the city <u>with</u> a ship.	Malin went to the city by a ship.	1. go 2. with	1. verb 2. preposition				√
36	He * <u>success</u>	He was successful	1. * 2. success	1. verb 2. adjective			√	
37	Malin <u>meet</u> <u>the</u> girl. And he <u>want</u> to <u>married</u> the girl	Malin met a girl. And he wanted to marry the girl	1. meet 2. the 3. want 4. married	1. verb 2. adjective 3. verb 4. verb				√
38	<u>He</u> mother <u>go</u> to <u>the</u> Malin’s home	His mother went to Malin’s home	1. he 2. go	1. pronoun 2. verb				√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
			3. the	3. adjective			√	
						√		
39	He * angry <u>want</u> * * mother at <u>it</u> home	He was angry to his mother at home	1. * 2. want 3. * 4. * 5. it	1. verb 2. verb 3. preposition 4. pronoun 5. pronoun	√   √ √		√	
40	<u>The</u> mother * angry because Malin * <u>admitted</u> * * * said to Malin “.....”	his mother was angry because Malin didn’t admit her and she said to Malin “.....”	1. The 2. * 3. * 4. admitted 5. * 6. * 7. *	1. pronoun 2. verb 3. verb 4. verb 5. pronoun 6. conjunction 7. pronoun	   √ √  √		√	
					√			
					√			
					√			

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
41	She <u>want</u> cursed <u>to</u> Malin	She cursed Malin	1. want 2. to	1. verb 2. preposition		√		
42	His name * Malin	His name was Malin	*	verb		√		
43	He and his mother * poor	He and his mother were poor	*	verb		√		
44	<u>Someday</u> , Malin <u>want</u> to leave * home and <u>leaved</u> <u>her</u> mother	One day, Malin wanted to leave the home and leave his mother	1. Someday 2. want 3. * 4. leaved 5. her	1. adverb 2. verb 3. adjective 4. verb 5. pronoun		√		√
45	* went <u>on</u> * city	He went to the city	1. * 2. on 3. *	1. pronoun 2. preposition 3. adjective		√		√
46	He * <u>success</u>	He was successful	1. * 2. success	1. verb 2. adjective		√		
47	Malin <u>forget</u> <u>her</u> mother	Malin forgot his mother	1. forget 2. her	1. verb 2. pronoun				√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error				
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO	
								√	
48	Lived a young <u>beautiful</u> woman	Lived a beautiful young woman	beautiful	adjective					√
49	One *, she said “..... “If <u>that’s</u> a man.....if <u>that’s</u> a <u>women</u> .....”	One day, she said “..... “If he’s a man.....if she’s a woman.....”	day	noun	√				
50			1. that’s 2. that’s 3. women	1. pronoun 2. pronoun 3. noun				√	
								√	
51	“I will <u>made</u> her my sister”	“I will make her my sister”	made	verb					√
52	Dayang Sumbi <u>get</u> shocked	Dayang Sumbi got shocked	get	verb					√
53	She knew that Kumang <u>is</u> ... Kumang and * <u>have on</u> son	She knew that Kumang was... Kumang and she had a son	is	verb					√
54			1. * 2. have 3. on	1. pronoun 2. verb 3. adjective	√				√
								√	
55	Sangkuriang <u>don’t</u> realize <u>if</u> <u>the</u> Kumang <u>is</u> <u>him</u> father	Sangkuriang didn’t realize that Kumang was his father	1. don’t 2. if	1. verb 2. adjective					√
			3. the 4. is	3. adjective 4. verb			√		

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
			5. him	5. pronoun				√
								√
56	<u>An</u> before Sangkuriang <u>hunter</u> , <u>he's</u> mother said "...."	And before Sangkuriang hunted, his mother said "...."	1. an 2. hunter 3. he's	1. conjunction 2. verb 3. pronoun				√ √
57	Sangkuriang * walking <u>on</u> Kingdom, ...	Sangkuriang was walking to Kingdom, ...	1. * 2. on	1. verb 2. preposition	√			√
58	<u>On</u> a little village	In a little village	on	preposition				√
59	One day, Malin <u>think</u> he <u>want</u> to change his life, and he <u>go</u> to the city and <u>make our</u> life.....	One day, Malin thought he wanted to change his life, and he went to the city and made his life.....	1. think 2. want 3. go 4. make 5. our	1. verb 2. verb 3. verb 4. verb 5. pronoun		√		√ √ √
60	Malin <u>come</u> back to his village	Malin came back to his village	come	verb				√
61	Now, <u>his</u> * <u>success</u>	Now, he was successful	1. his 2. *	1. pronoun 2. verb				√

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
			3. success	3. adjective	√			
					√			
62	<u>Her</u> mother <u>meet</u> Malin, but Malin * not <u>adapted</u> his mother	His mother met Malin, but Malin did not admit his mother	1. her 2. meet 3. * 4. adapted	1. pronoun 2. verb 3. verb 4. verb				√ √
63	His mother * angry	His mother was angry	*	verb	√			√
64	...and <u>her</u> said	...and she said	her	pronoun				√
65	"I <u>accused</u> you <u>to</u> a rock, you * rebellious"	"I curse you into a rock, you are rebellious"	1. accused 2. to 3. *	1. verb 2. preposition 3. verb				√ √
					√			
66	They <u>are</u> very poor	They were very poor	are	verb				√
67	Every day, he <u>compalin</u> to his mother	Every day, he complained to his mother	complain	verb	√			
68	He <u>want</u> to <u>lived</u> wealthy	He wanted to be wealthy	1. want 2. lived	1. verb 2. verb	√			√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
69	The pirate <u>gived</u> <u>Malin</u> offered to be <u>they</u> crew and go with them	The pirate offered Malin to be their crew and go with them	1. gived 2. Malin 3. they	1. verb 2. noun 3. pronoun	√			√
70	He <u>don't</u> want...	He didn't want	don't	verb			√	√
71	...Malin <u>go</u> back to his village	...Malin went back to his village	go	verb			√	
72	His mother <u>meet</u> him	His mother met him	meet	verb			√	
73	<u>Her</u> mother * really upset because <u>his</u> son * not recognize her	His mother was really upset because her son did not recognize her	1. her 2. * 3. his 4. *	1. pronoun 2. verb 3. pronoun 4. verb	√			√
74	She <u>get</u> mad and <u>curse</u> Malin	She got mad and cursed Malin	1. get 2. curse	1. verb 2. verb	√			√
75	...with <u>him</u> mother. They <u>are</u> so poor	...with his mother. They were so poor	1. him 2. are	1. pronoun 2. verb			√	√
76	<u>Once</u> , <u>a</u> Malin said to * mother	One day, Malin said to his mother	1. once 2. a	1. adverb 2. adjective			√	



No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
			3. *	3. pronoun		√		
					√			
77	“mother, I want to * * the city”	“mother, I want to go to the city”	1. * 2. *	1. verb 2. preposition	√ √			
78	Malin went to the city <u>with</u> a ship	Malin went to the city by a ship	with	preposition				√
79	He * <u>success</u>	He was successful	1. * 2. success	1. verb 2. adjective	√ √			
80	Malin met <u>the</u> girl and he <u>want</u> to <u>married</u> the girl, * Malin and the girl got married	Malin met a girl and he wanted to marry the girl, then Malin and the girl got married	1. the 2. want 3. married 4. *	1. adjective 2. verb 3. verb 4. conjunction	√ √			√
						√		
81	<u>The</u> * want * mother at home	He didn’t want his mother at home	1. * 2. * 3. *	1. pronoun 2. verb 3. pronoun	√ √			√
						√		

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
82	<u>the</u> mother * very angry bacause Malin * <u>to</u> <u>mitted</u> <u>he</u> , * * said to Malin...	His mother was very angry because Malin didn't admit her, and she said to Malin...	1. the 2. * 3. * 4. to 5. mited 6. he 7. * 8. *	1. pronoun 2. verb 3. verb 4. preposition 5. verb 6. pronoun 7. conjunction 8. pronoun				√
					√			
					√			
					√			
83	<u>Her</u> mother * very angry and she <u>want</u> * <u>cursed</u> Malin	His mother was very angry and she wanted to curse Malin	1. her 2. * 3. want 4. * 5. cursed	1. pronoun 2. verb 3. verb 4. preposition 5. verb				√
					√			
								√
84	One <u>days</u> , a big ship near to the beach	One day, a big ship near to the beach	days	noun				√
85	They asked * <u>peoples</u> to <u>join</u> work in their ship	They asked the people to work in their ship	1. * 2. peoples	1. adjective 2. noun	√			

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
			3. join	3. verb		√		
						√		
86	Because <u>he</u> mother didn't...	Because his mother didn't...	he	pronoun				√
87	... <u>she</u> argument (Malin)	...his argument	she	pronoun				√
88	He sailed <u>with</u> the big ship	He sailed by the big ship	with	preposition				√
89	Malin Kundang * <u>success</u> and he became * rich boy	Malin Kundang was successful and he became a rich boy	1. *	1. verb	√			
			2. success	2. adjective		√		
			3. *	3. adjective		√		
						√		
90	She * angry and * <u>talk</u> changed <u>to</u> Malin <u>to</u> *	She was angry and she changed Malin into a stone	1. *	1. verb	√			
			2. *	2. pronoun				
			3. talk	3. verb	√			
			4. to	4. preposition				√
			5. to	5. preposition				√
			6. *	6. adjective				√
								√
						√		

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
91	... <u>him</u> mother. They <u>are</u> so poor. One day, Malin said to * mother...	...his mother. They were so poor. One day, Malin said to his mother...	1. him 2. are 3. *	1. pronoun 2. verb 3. pronoun			√	√
92	Malin <u>work</u> there	Malin worked there	work	verb			√	
93	Malin met <u>the</u> girl and he <u>want</u> to <u>married</u> the girl, * Malin and the girl got married	Malin met a girl and he wanted to marry the girl, then Malin and the girl married	1. the 2. want 3. married 4. *	1. adjective 2. verb 3. verb 4. conjunction		√		√
94	<u>He</u> mother <u>go</u> to <u>the</u> Malin's home	His mother went to the Malin's home	1. he 2. go 3. the	1. pronoun 2. verb 3. adjective				√
95	He * angry. He * want * mother at home	He was angry. He didn't want his mother at home	1. * 2. * 3. *	1. verb 2. verb 3. pronoun		√		√
96	He * angry because Malin * <u>admitted</u> <u>he</u> * * said to Malin...	He was angry because Malin didn't admit her, and she said to Malin...	1. * 2. *	1. verb 2. verb		√		

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error				
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO	
			3. admitted 4. he 5. * 6. *	3. verb 4. pronoun 5. conjunction 6. pronoun	√		√		
					√				
					√				
97	<u>The</u> mother * angry and she <u>want</u> * <u>cursed</u> Malin...	His mother was angry and she wanted to curse Malin...	1. the 2. * 3. want 4. * 5. cursed	1. pronoun 2. verb 3. verb 4. preposition 5. verb				√	
					√				
							√		
98	Lived a young <u>beautiful women</u>	Lived a beautiful young woman	1. beautiful 2. women	1. adjective 2. noun					√
								√	
99	"...if <u>that's</u> a man....., if <u>that's</u> a <u>women</u> ....."	"...if he's a man....., if she's a woman....."	1. that's 2. that's	1. pronoun 2. pronoun				√	
								√	
			3. women	3. noun					√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
100	Dayang Sumbi <u>get</u> shocked	Dayang Sumbi got schocked	get	verb				√
101	Dayang Sumbi <u>get</u> married...they <u>haved</u> a child	Dayang Sumbi got married....they had a child	1. get 2. haved	1. verb 2. verb				√
102	Sangkuriang <u>growed</u> up..	Sangkuriang grew up...	growed	verb				√
103	...but they <u>haven't</u> get anything to <u>bought</u> home	...but they didn't get anything to bring home	1. haven't 2. bought	1. verb 2. verb				√
104	Dayang Sumbi <u>get</u> really angry	Dayang sumbi was really angry	get	verb				√
105	Sangkurian <u>has</u> killed Kumang	Sangkuriang killed Kumang	has	verb			√	
106	Sangkuriang walked <u>on</u> the kingdom	Sangkuriang walked to the kingdom	on	preposition				√
107	<u>She's</u> planned to <u>married</u> ...	She planned to marry...	1. she's 2. married	1. pronoun 2. verb			√	
108	...a <u>requested</u>	...a request	requested	noun			√	
109	...a giant boat in <u>a</u> night	...a giant boat in one night	a	noun				√
110	<u>On the</u> little village	In a little village	1. on 2. the	1. preposition 2. adjective				√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
111	Malin Kundang and <u>her</u> mother	Malin Kundang and his mother	her	pronoun				√
112	One day, he <u>think</u> * change his life...	One day, he thought to change his life...	1. think 2. *	1. verb 2. preposition		√		√
113	And he <u>go</u> to...	And he went to...	go	verb				√
114	One day, he * back to * village. He <u>is</u> now rich	One day, he was back to the village. He was now rich	1. * 2. * 3. is	1. verb 2. adjective 3. verb	√			
115	* <u>have</u> * wife and * child	He had a wife and a child	1. * 2. have 3. * 4. *	1. pronoun 2. verb 3. adjective 4. adjective	√			√
116	He <u>come</u> to the village	He came to the village	come	verb				√
117	<u>She's</u> mother <u>look</u> * Malin, but Malin * not <u>admitted</u> <u>her</u> mother because his mother <u>look</u> very	His mother looked at Malin, but Malin did not admit his mother because his mother looked very	1. she's 2. look	1. pronoun 2. verb				√
	* and Malin * shy to <u>admitted</u> <u>her</u> mother	ugly and Malin was shy to admit his mother	3. * 4. *	3. preposition 4. verb	√			





No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
120	<u>Lived</u> in Padang <u>on the</u> little village lived Malin Kundang with <u>her</u> mother	In Padang in a little village, lived Malin Kundang with his mother	1. lived 2. on 3. the 4. her	1. verb 2. preposition 3. adjective 4. pronoun	√		√	
121	He <u>think</u> to change...	He thought to change...	think	verb			√	
122	...and he <u>go</u> to...	...and he went to...	go	verb			√	
123	* <u>have</u> * wife and * child	He had a wife and a child	1. * 2. have 3. * 4. *	1. pronoun 2. verb 3. adjective 4. adjective	√		√	
124	He * back to the village	He was back to the village	*	verb	√			
125	When he <u>come</u> to * village	When he came to the village	1. come 2. *	1. verb 2. adjective			√	
126	<u>She's</u> mother <u>look</u> * Malin	His mother looked at Malin	1. she's 2. look 3. *	1. pronoun 2. verb 3. preposition			√	

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
					√			
127	Malin * not <u>admitted</u> <u>her</u> mother because his mother <u>look</u> ugly	Malin did not admit his mother because his mother looked ugly	1. * 2. admitted 3. her 4. look	1. verb 2. verb 3. pronoun 4. verb	√	√		√
					√			
128	Malin * shy to <u>admitted</u> <u>her</u> mother and <u>her</u> mother * very angry	Malin was shy to admit his mother and his mother was very angry	1. * 2. admitted 3. her 4. her 5. *	1. verb 2. verb 3. pronoun 4. pronoun 5. verb	√	√		√
					√			√
129	Malin <u>change to</u> * stone because <u>her</u> mother cursed <u>his</u>	Malin changed into a stone because his mother cursed him	1. change 2. to 3. * 4. Her 5. his	1. verb 2. preposition 3. adjective 4. pronoun 5. pronoun	√			√
					√			√

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
130	<u>Live the</u> beautiful girl and <u>the</u> name is Dayang Sumbi	Lived a beautiful girl and her name is Dayang Sumbi	1. live 2. the 3. the	1. verb 2. adjective 3. pronoun	√			√
131	"...if * boy I will <u>married</u> him, if * girl <u>it</u> will to be my sister"	"...if a boy I will marry him, if a girl she will to be my sister"	1. * 2. married 3. * 4. it	1. adjective 2. verb 3. adjective 4. pronoun	√		√	√
132	She * <u>shock</u> because the thread * <u>founded</u> by a dog	She was shocked because the thread was found by a dog	1. * 2. shock 3. * 4. founded	1. verb 2. verb 3. verb 4. verb	√ √ √			√
133	and * dog name is Kumang	and the dog name is Kumang	*	adjective	√			
134	She married Kumang and * <u>have</u> one son	She married Kumang and they had one son	1. * 2. have	1. pronoun 2. verb	√			√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
135	Sangkuriang <u>don't</u> realize <u>if the</u> Kumang <u>is</u> <u>him</u> father	Sangkuriang didn't realize that Kumang was his father	1. don't 2. if 3. the 4. is 5. him	1. verb 2. adjective 3. adjective 4. verb 5. pronoun		√		√
136	<u>He</u> mother said...	His mother said...	he	pronoun				√
137	He <u>choosed</u> to kill Kumang	He chose to kill Kumang	choosed	verb				√
138	<u>On the</u> dinner	At dinner	<u>On the</u>	preposition				√
139	Dayang Sumbi * angry and sad	Dayang Sumbi was angry and sad	*	verb	√			
140	She <u>choosed</u> to leave...	She chose to leave...	choosed	verb				√
141	One day, when Sangkuriang * hunting,...	One day, when Sangkuriang was hunting,...	*	verb	√			
142	They <u>become</u> * <u>loving to</u> other	They felt in love each other	1. become 2. * 3. Loving 4. to	1. verb 2. preposition 3. verb 4. adjective		√		√
						√		√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
143	Sangkuriang <u>is</u> her son and Sangkuriang <u>want</u> to <u>married</u> <u>him</u>	Sangkuriang was her son and Sangkuriang wanted to marry her	1. is 2. want 3. married 4. him	1. verb 2. verb 3. verb 4. pronoun		√		√
144	Dayang Sumbi * <u>shock</u> and Dayang Sumbi <u>gived</u> <u>request</u> to Sangkuriang to * * giant boat <u>on</u> one night	Dayang Sumbi was shocked and Dayang Sumbi requested to Sangkuriang to make a giant boat in one night	1. * 2. shock 3. gived 4. request 5. * 6. * 7. in	1. verb 2. verb 3. verb 4. verb 5. verb 6. adjective 7. preposition	√ √ √ √ √ √ √		√	
145	He <u>call</u> evils to make a giant boat	He called evils to make a giant boat	1. call	1. verb	√			
146	Dayang Sumbi <u>realize</u> and <u>he</u> <u>wake</u> up..	Dayang Sumbi realized and she woke up	1. realize 2. he 3. wake	1. verb 2. pronoun 3. verb	√			√

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
147	* Evils <u>go</u> to...	The evils went to...	1. * 2. go	1. adjective 2. verb	√			√
148	Sangkuriang * angry and...	Sangkuriang was angry and...	*	verb	√			
149	<u>On the</u> little village	In a little village	1. on 2. the	1. preposition 2. adjective				√ √
150	... <u>her</u> mother	...his mother	her	pronoun				√
151	He <u>think</u> to change his life	He thought to change his life	think	verb				√
152	He <u>go</u> to...	He went to...	go	verb				√
153	One day, he * back to the village	One day, he was back to the village	*	verb	√			
154	He * now rich * * <u>have</u> * wife and * child	He was now rich and he had a wife and a child	1. * 2. * 3. * 4. have 5. * 6. *	1. verb 2. conjunction 3. pronoun 4. verb 5. adjective 6. adjective	√ √ √ √			√
					√			
					√			

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
155	<u>She</u> mother <u>look</u> * Malin, but Malin * not <u>mengakui</u> <u>her</u> mother	His mother looked at Malin, but Malin did not admit his mother	1. she	1. pronoun				√
			2. look	2. verb				
			3. *	3. preposition	√			
			4. *	4. verb	√			
			5. *	5. verb	√			
			6. her	6. pronoun	√			
					√			
156	Malin * shy to <u>mengakui</u> <u>her</u> mother	Malin was shy to admit his mother	1. *	1. verb	√			
			2. *	2. verb	√			
			3. her	3. pronoun	√			
							√	
157	<u>Her</u> mother * very angry	His mother was very angry	1. her	1. pronoun				√
			2. *	2. verb	√			
158	Malin changed <u>to</u> * stone because <u>her</u> mother cursed <u>his</u>	Malin changed into a stone because his mother cursed him	1. to	1. preposition				√
			2. *	2. adjective				
			3. her	3. pronoun	√			
								√
			4. his	4. pronoun				√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
159	He lived <u>a</u> with <u>of</u> poor fisherman's family	He lived with poor fisherman's family	1. a 2. of	1. adjective 2. preposition	√			
160	He wanted to <u>became</u> a rich man	He wanted to become a rich man	became	verb			√	
161	His mother didn't <u>allowed</u> him to go	His mother didn't allow him to go	allowed	verb	√			
162	...he lived in <u>the</u> village with <u>her</u> mother...	He lived in a village with his mother	1. the 2. her	1. adjective 2. pronoun			√	
163	they lived <u>with of</u> poor	They lived poor	with of	preposition	√			
164	Malin <u>the</u> <u>forget</u> <u>him</u> mother. He <u>is</u> arrogant	Malin forgot his mother. He was arrogant	1. the 2. forget 3. him 4. is	1. adjective 2. verb 3. pronoun 4. verb	√		√	
165	Lived * fisherman with <u>him</u> mother. They <u>life</u> <u>a</u> poor.	Lived a fisherman with his mother. They lived poor	1. * 2. him 3. life 4. a	1. adjective 2. pronoun 3. verb 4. adjective	√		√	
						√		



No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
166	"...and don't forget <u>to</u> me"	"...and don't forget me"	to	preposition		√		
167	Malin went to the city <u>with</u> a ship.....he * <u>success</u>	Malin went to the city by a ship.....he was successful	1. with 2. * 3. success	1. preposition 2. verb 3. adjective				√
168	Malin <u>meet</u> <u>the</u> girl and he <u>want</u> to <u>married</u> the girl	Malin met a girl and he wanted to marry the girl	1. meet 2. the 3. want 4. married	1. verb 2. adjective 3. verb 4. verb				√
169	<u>He</u> mother <u>go</u> to <u>the</u> Malin's home	His mother went to Malin's home	1. he 2. go 3. the	1. pronoun 2. verb 3. adjective				√
170	He * angry, he * want * mother at home	He was angry, and he didn't want his mother at home	1. * 2. * 3. *	1. verb 2. verb 3. pronoun		√		√



No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
177	She <u>knock</u> the door	She knocked the door	knock	verb	√			
178	When the door <u>open</u> , she saw...	When the door opened, she saw...	open	verb	√			
179	And she <u>will</u> give it	And she would give it	will	verb			√	
180	Bawang Putih <u>go</u> home	Bawang Putih went home	go	verb			√	
181	She <u>ask</u> Bawang Putih to choose...	She asked Bawang Putih to choose...	ask	verb	√			
182	Bawang Putih <u>choose</u> the small one	Bawang Putih chose the small one	choose	verb			√	
183	She <u>tell</u> her experience	She told her experience	tell	verb			√	
184	She <u>open</u> the pumpkin...	She opened the pumpkin...	open	verb	√			
185	The old lady <u>give</u> the same...	The old lady gave the same...	give	verb			√	
186	When she <u>open</u> it,...	When she opened it,...	open	verb	√			
187	He <u>come</u> home	He came home	come	verb			√	
188	One day, when Toba * at his farm,...	One day, when Toba was at his farm,...	*	verb	√			
189	Samosir <u>was</u> cried	Samosir cried	was	verb		√		
190	It's <u>call</u> Toba and island * <u>call</u> Samosir	It's called Toba and island is called Samosir	1. call	1. verb	√			
			2. *	2. verb	√			
			3. call	3. verb				

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error				
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO	
					√				
191	Malin Kundang in West Sumatera <u>live</u> a boy and his mother, they <u>are</u> very poor	In West Sumatera lived a boy and his mother, they were very poor	1. Malin Kundang 2. live 3. are	1. pronoun 2. verb 3. verb	√		√		
192	The boy said to <u>him</u> mother “.....	The boy said to his mother “.....	him	pronoun				√	
193	The boy * back to his village	The boy came back to his village	*	verb	√				
194	When they * <u>at</u> the village	When they was in the village	1. * 2. at	1. verb 2. preposition	√				√
195	A lady <u>come</u> to the boy	A lady came to the boy	come	verb					√
196	but the boy <u>don't</u> like * and <u>his</u> said...	but the boy didn't like her and he said...	1. don't 2. * 3. his	1. verb 2. pronoun 3. pronoun	√				√
197	The lady <u>feel</u> disappointed and <u>her</u> said “....	The lady felt disappointed and she said “....	1. feel 2. her	1. verb 2. pronoun				√	√
198	“I <u>accused</u> you.....you * rebellious”	“I curse you.....you are rebellious”	1. accused 2. *	1.verb					√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
				2. verb	√			
199	His name * Malin	His name was Malin	*	verb	√			
200	Malin <u>want</u> to leave home	Malin wanted to leave home	want	verb	√			
	When <u>on</u> the city, he * <u>success</u> . Malin <u>forget to</u> *	When in the city, he was successful. Malin forgot his mother	1. on 2. * 3. success 4. forget 5. to 6. *	1. preposition 2. verb 3. adjective 4. verb 5. preposition 6. pronoun			√	
201					√			
							√	
202	And * was surprised	And he was surprised	*	pronoun	√			
203	* was surprised to...	he was surprised to...	*	pronoun	√			
	<u>On the</u> little village	In a little village	1. on 2. the	1. preposition 2. adjective			√	
204							√	
205	He <u>change</u> his life	He changed his life	change	verb	√			

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
206	He <u>go</u> to another island	He went to another island	go	verb				√
207	He * back to....	He came back to....	*	verb	√			
208	His mother <u>look</u> * Malin	His mother looked at Malin	1. look 2. *	1. verb 2. preposition	√			
					√			
209	Malin * not <u>admitted</u> <u>her</u> mother because his mother <u>look</u> very * and Malin * shy to <u>admitted</u> <u>her</u> mother	Malin did not admit his mother beause his mother looked very poor and Malin was shy to admit his mother	1. * 2. admitted 3. her 4. look 5. * 6. * 7. admitted 8. her	1. verb 2. verb 3. pronoun 4. verb 5. adjective 6. verb 7. verb 8. pronoun	√			
						√		
210	Malin <u>change to</u> * stone	Malin changed into a stone	1. change 2. to 3. *	1. verb 2. preposition 3. adjective				
					√			
								√
					√			

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error				
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO	
211	In <u>a</u> island * West Sumatera, <u>live some people</u> * little kid and <u>a</u> mother	In an Island in West Sumatera, lived a little kid and his mother	1. a 2. * 3. live 4. some people 5. * 6. a	1. adjective 2. preposition 3. verb 4. noun 5. adjective 6. pronoun					√
212	Malin Kundang * known * * bad child	Malin Kundang was known as a bad child	1. * 2. * 3. *	1. verb 2. preposition 3. adjective	√				√
213	He always resisted <u>to</u> * mother	He always resisted his mother	1. to 2. *	1. preposition 2. pronoun			√		
214	And * mother * disappointed to Malin Kundang	And his mother was disappointed to Malin Kundang	1. * 2. *	1. pronoun 2. verb	√				√
215	She * sad,...she * angry and * <u>talk</u> changed <u>to</u> Malin <u>to</u> * stone	She was sad,...she was angry and she changed Malin into a stone	1. * 2. * 3. * 4. talk	1. verb 2. verb 3. pronoun 4. verb	√		√		

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
			5. to 6. to 7. a	5. preposition 6. preposition 7. adjective	√		√	
						√		
								√
					√			
216	They <u>are</u> very poor	They were very poor	are	verb				√
217	He <u>complain</u> to his mother	He complained to his mother	complain	verb	√			
218	He <u>want</u> to <u>lived</u>	He wanted to live	1. want 2. live	1. verb 2. verb	√			
						√		
219	<u>Once, a</u> man said to * mother	One day, the man said to his mother	1. once 2. a 3. *	1. adverb 2. adjective 3. pronoun				√
						√		
220	He * <u>success</u> . Malin <u>meet</u> <u>the</u> girl and he <u>want</u> to <u>married</u> *	He was successful. Malin met a girl and he wanted to marry her	1. * 2. success 3. meet 4. the 5. want 6. married	1. verb 2. adjective 3. verb 4. adjective 5. verb 6. verb	√ √			√



No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
			7. *	7. pronoun				√
					√			
							√	
					√			
221	He * angry. He * want * mother at home	He was angry. He didn't want his mother at home	1. * 2. * 3. *	1. verb 2. verb 3. pronoun	√ √ √			
					√			
222	<u>The</u> mother * angry because Malin * <u>admitted</u> * * <u>he</u> said to Malin	His mother was angry because Malin didn't admit her and she said to Malin	1. the 2. * 3. * 4. admitted 5. *	1. pronoun 2. verb 3. verb 4. verb 5. pronoun				√
							√	
					√			
			6. * 7. he	6. conjunction 7. pronoun	√			
								√
223	his mother * very angry. She <u>want</u> to <u>cursed</u>	His mother was vey angry. She wanted to curse	1. * 2. want	1. verb 2. verb	√			

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
	Malin	Malin	3. cursed	3. verb	√			
						√		
224	They * really poor	They were very poor	*	verb	√			
225	...to <u>cleaned</u> the house	...to clean the house	cleaned	verb		√		
226	The pirate <u>gived</u> <u>Malin</u> offered to be <u>they</u> crew	The pirate offered Malin to be their crew	1. gived 2. Malin 3. they	1. verb 2. noun 3. pronoun	√			√
							√	
227	He <u>agree</u> to go with the pirate	He agreed to go with the pirate	agree	verb	√			
228	Malin <u>go</u> back...	Malin went back...	go	verb			√	
229	<u>Her</u> mother.....his son <u>go</u> back	His mother.....his son went back	1. her 2. go	1. pronoun 2. verb			√	
							√	
230	* ran to the sea	She ran to the sea	*	pronoun	√			
231	<u>Her</u> mother * really upset	His mother was really upset	1. her 2. *	1. pronoun 2. verb			√	
					√			
232	His son * not recognize her	Is son did not recognize her	*	verb	√			

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
233	<u>Live</u> a boy and his mother, they <u>are</u> very poor	Lived a boy and his mother, they were very poor	1. live 2. are	1. verb 2. verb	√			√
234	The boy * back....the boy <u>don't</u> want	The boy came back.....the boy didn't want	1. * 2. don't	1. verb 2. verb	√			√
235	They * <u>at</u> the village	They were in the village	1.* 2.at	1.verb 2.preposition	√			√
236	The boy <u>don't</u> like * and <u>his</u> said....	The boy didn't like her and he said....	1. don't 2. * 3. His	1. verb 2. pronoun 3. pronoun	√			√
237	The lady <u>feel</u> disappointed and <u>her</u> said "I <u>accursed</u> you.....you * rebellious"	The lady felt disappointed and she said "I curse you.....you are rebellious"	1. feel 2. her 3. accursed	1. verb 2. pronoun 3. verb				√
238	His crew * back to * city	His crew came back to the city	4. * 1. * 2. *	4. verb 1. verb 2. adjective	√			√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
239	<u>On</u> a little village	In a little village	On	preposition				√
240	Malin <u>think</u> he <u>want</u> to change	Malin thought he wanted to chnage	1. think 2. want	1. verb 2. verb		√		√
241	He <u>go</u> to...	He went to...	go	verb				√
242	Malin <u>come</u> back to his city and now <u>his</u> * <u>success</u>	Malin came back to his city and now he was successful	1. come 2. his 3. * 4. success	1. verb 2. pronoun 3. verb 4. adjective		√		√
243	<u>Her</u> mother <u>meet</u> Malin but Malin * not <u>adapted</u> his mother	His mother met Malin but Malin did not admit his mother	1. her 2. meet 3. * 4. adapted	1. pronoun 2. verb 3. verb 4. verb		√		√
244	Malin <u>don't</u> like * and <u>his</u> said....	Malin didn't like her and he said...	1. don't 2. * 3. his	1. verb 2. pronoun 3. pronoun		√		√

No	Sentences		Identificatio n of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
245	His mother <u>feel</u> disappointed and <u>her</u> said “ * <u>accursed</u> you...you * rebellious”	His mother felt disappointed and she said “I curse you.....you are rebellious”	1. feel 2. her 3. * 4. accursed 5. *	1. verb 2. pronoun 3. pronoun 4. verb 5. verb				√ √ √ √
246	Malin <u>change to</u> a rock	Malin changed into a rock	1. change 2. to	1. verb 2. preposition	√			√
247	The crew * back to the city and his mother <u>live</u> at the village	The crew came back to the city and his mother lived at the village	1. * 2. live	1. verb 2. verb	√			√
248	...lived a diligent boy <u>name</u> Malin Kundang	...lived a diligent boy named Malin Kundang	name	noun	√			
249	... <u>in</u> the seashore	...on the seashore	in	preposition				√
250	Malin Kundang <u>want</u> to work...	Malin Kundang wanted to work...	want	verb	√			
251	his mother did not permit *	his mother did not permit him	*	pronoun	√			
252	He <u>come</u> to...	He came to...	come	verb				√

No	Sentences		Identification of Errors	Types of Grammatical Errors	Classification of error			
	The Wrong Sentences	The Correct Sentences			OM	ADD	MF	MO
253	Malin Kundang * <u>success</u>	Malin Kundang was successful	1. * 2. success	1. verb 2. adjective	√ √			
254	His mother cursed Malin <u>became</u> * stone	His mother cursed Malin become a stone	1. became 2. *	1. verb 2. adjective			√	

## APPENDIX A

### The Description of Grammatical Errors

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#### Types of Grammatical Errors (Noun)

##### Identified Sentences/Classification of Errors

Omission	Addition	Misformation	Misordering
<u>name</u> Malin Kundang	One <u>days</u> , ...	<u>a</u> night	The pirate <u>Malin</u> offered
One *, she said ".....	One <u>days</u> , a big ship	a <u>women</u>	The pirate <u>Malin</u> offered to be their crew
	...a <u>requested</u>	beautiful young <u>women</u>	
	the <u>peoples</u>	a <u>women</u>	
	Some people		

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#### Types of Grammatical Errors (Pronoun)

##### Identified Sentences/Classification of Errors

Omission	Addition		Misformation
* had a wife	at <u>it</u> home	...and <u>he</u> woke up	<u>The</u> didn't want
..and * didn't come back	<u>Malin</u> <u>Kundang</u> in West Sumatera...	<u>She</u> mother	<u>the</u> mother...
* home		<u>her</u> mother	Malin didn't admit <u>he</u>
* mother		...admit <u>her</u> mother	<u>Her</u> mother...
* want to go to the city		<u>Her</u> mother was very angry	Because <u>he</u> mother didn't...
... to marry *		<u>Her</u> mother...	... <u>she</u> argument (Malin)
* was angry		... cursed <u>his</u>	... <u>him</u> mother.
Malin said to * mother		with <u>her</u> mother	<u>He</u> mother...
* mother		... and left <u>her</u> mother	...admit <u>he</u>
Malin didn't admit *		<u>his</u> was successful	<u>The</u> mother...
* said to Malin		<u>him</u> mother	"...if <u>that's</u> a man
* went		<u>There</u> were very poor	<u>that's</u> a woman
Kumang and * had..		with <u>him</u> mother	<u>She's</u> planned



... to \* mother

... \* mother at home

... \* said to Malin

and \* changed

Malin said to \* mother...

\* mother at home

... \* said to Malin...

\* had...

and \* had

...and \* had one son

\* had a wife and a child

...want \* mother at home

Malin didn't admit \*

The boy didn't like \*

And \* was surprised

\* was surprised to...

He mother

The mother

and leave her mother

Malin forgot her mother

"If that's a man.....

if that's a woman....."

him father

he's mother said

and made our life.....

his was successful

Her mother met Malin

her said

... to be they crew

Her mother was...

because his son

him mother

Malin Kundang and her mother

and his said

She's mother...

her mother

...admit her mother

Her mother was very angry

her mother cursed him

...cursed his

lived Malin Kundang with her mother

She's mother...

... her mother because...

admit her mother

and her mother

because her mother...

cursed his

the name

resisted to \* mother

and \* mother

and \* changed Malin

to \* mother

to marry \*

...want \* mother at home

Malin didn't admit \*

...and \* said to...

\* ran to the sea

didn't like \*

Malin didn't like \*

" \* curse you"

...didn't permit \*

He mother said...

...and her mother

...her mother

She mother looked at Malin

to admit her mother

...because her mother

With her mother

...fisherman with him  
mother

The mother was angry

to him mother

and her said

to admit her mother

...and a mother

...to be they crew

Her mother...

and his said

it will to be my sister"

him father

To marry him

Malin did not admit her mother

Her mother was very angry

...cursed his

Malin forgot him mother

He mother went to

The mother was angry

His said

Malin forgot \* mother

...admit her mother

The mother was angry

Her mother

and her siad

His was successful

Her mother met

...her said

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**Types of Grammatical Errors (Verb)**

**Identified Sentences/Classification of Errors**

<b>Omission</b>		<b>Addition</b>		<b>Misformation</b>
"I want to * to the city.."	His mother * angry	Malin did not <u>admitted</u>	he <u>think</u>	They <u>are</u> very poor
he <u>complain</u> ..	he <u>complain</u>	They <u>are</u> lived	He <u>go</u> to...	He <u>don't</u> want...
Malin * not admit	He <u>want</u>	..Malin <u>went</u> left	He <u>is</u> now rich	...Malin <u>go</u> back to his village
his mother <u>look</u>	His mother * really	to <u>lived</u>	He <u>have</u>	His mother <u>meet</u> him
Malin * shy	her son * not recognize her	to <u>married</u>	He <u>come</u>	She <u>get</u> mad
to * his mother	... and <u>curse</u> Malin	She <u>want</u> cursed	..and he <u>no</u> come back	They <u>are</u> so poor
His mother * very angry	"I want to * to the"	to <u>married</u> the girl	... and <u>lift</u>	Malin didn't <u>mitted</u>
Malin <u>change</u>	He * successful	He was angry <u>want</u> to his...	Malin lived (left)	They <u>are</u> so poor
he was successful	he <u>want</u>	Malin didn't <u>admitted</u>	Malin <u>forget</u>	His mother <u>go</u> to

His mother <u>look</u>	He * want	She <u>want</u> cursed	He <u>is</u> arrogant	Dayang Sumbi <u>get</u> shocked
He <u>want</u>	His mother * very...	to leave the home and <u>leaved</u>	They <u>are</u> very poor	Dayang Sumbi <u>get</u>
"I want to * to the city.."	Malin * admit	to <u>lived</u>	Malin <u>meet</u>	they <u>haven't</u> get
he * successful	His mother * very	The pirate <u>gived</u> offered	They <u>are</u> very poor	to <u>bought</u>
he <u>want</u> to	and she <u>want</u>	to <u>married</u> the girl	Malin <u>go</u> to	Dayang Sumbi <u>get</u> really ...
and he * angry	Malin Kundang * successful	to <u>cursed</u>	Malin <u>meet</u>	One day, he <u>think</u>
<u>Life</u> a man	She * angry	to <u>join</u> work	His mother <u>go</u> to	And he <u>go</u> to...
He * back to the village	Malin <u>work</u> there	and he <u>talk</u> changed	Malin <u>forget</u>	He <u>is</u> now rich
He * successful	he <u>want</u>	to <u>married</u>	"I will <u>made</u> her my sister"	He <u>have</u>
he <u>want</u> to	He * angry	Malin didn't <u>admitted</u>	Dayang Sumbi <u>get</u> shocked	He <u>come</u>
He * angry	He * want	to <u>cursed</u> Malin...	She knew that Kumang <u>is</u> ...	He <u>think</u> to change...
his mother * angry	He * angry because	Sangkurian <u>has</u> killed	Kumang and she <u>have</u>	He <u>have</u> a wife
Malin * admit	Malin * admit	to <u>married</u> ...	Sangkuriang <u>don't</u> realize	"I <u>accused</u> you....."
His name * Malin	His mother * angry	Malin did not <u>admitted</u>	Kumang <u>is</u> his father	Malin <u>forget</u>
his mother * poor	and she <u>want</u>	to <u>admitted</u>	Sangkuriang <u>hunter</u>	He <u>go</u> to another island
Malin <u>want</u> to	he * back	<u>Lived</u> in Padang...	he <u>go</u> to	His mother <u>go</u> to

He * successful	His mother <u>look</u>	Malin did not <u>admitted</u>	Malin <u>think</u>	father always <u>go</u> to...
Sangkuriang * walking	Malin * not admit	to <u>admitted</u>	and <u>make</u>	The lady <u>feel</u> disappointed
he * successful	his mother <u>look</u>	"...if a boy I will <u>married</u>	Malin <u>come</u> back	The widow <u>have</u> a daughter
he <u>want</u>	Malin * shy	the thread was <u>founded</u>	His mother <u>meet</u>	father always <u>go</u> to...
Malin * not admit	His mother * very angry	They felt in <u>loving</u>	did not <u>adapted</u>	And she <u>will</u> give it
His mother * angry	Malin <u>change</u>	to <u>married</u> her	"I <u>accused</u> you	Bawang Putih <u>go</u> home
you * rebellious"	He * back	Dayang Sumbi <u>gived</u> requested	They <u>are</u> very poor	Bawang Putih <u>choose</u> the...
Malin * shy	His mother <u>look</u>	His mother didn't <u>allowed</u>	they <u>have</u> one son	She <u>tell</u> her experience
his mother * very angry	Malin * not admit	to <u>married</u>	Sangkuriang <u>don't</u> realize	The old lady <u>give</u> the same...
Malin <u>change</u>	because his mother <u>look</u>	Malin didn't <u>admitted</u>	Kumang <u>is</u> his father	He <u>come</u> home
<u>Live</u> a beautiful girl	She <u>knock</u> the door	she <u>wan't</u> said to...	He <u>choosed</u> to kill	they <u>are</u> very poor
She * shocked	When the door <u>open</u> , she	to <u>cursed</u> Malin	She <u>choosed</u> to leave...	A lady <u>come</u> to the boy
She was <u>shock</u>	She <u>ask</u> Bawang Putih to	Samosir <u>was</u> cried	They <u>become</u> in love	but the boy <u>don't</u> like
the thread * found	She <u>open</u> the pumpkin...	Malin did not <u>admitted</u>	Sangkuriang <u>is</u> her son	Malin <u>meet</u>
Dayang Sumbi * angry	When she <u>open</u> it,...	to <u>admitted</u>	and she <u>wake</u> up..	Malin <u>go</u> back...
One day, he * back to	when Toba * at his farm,...	she <u>talk</u> changed	The evils <u>go</u> to...	his son <u>go</u> back

Sangkuriang * hunting,...	and island * called Samosir	to <u>lived</u>	He <u>think</u> to change	they <u>are</u> very poor
Sangkuriang <u>want</u> to	It's <u>call</u> Toba	to <u>married</u>	He <u>go</u> to...	He <u>go</u> to...
Dayang Sumbi * <u>shock</u>	and island was <u>call</u> Samosir	Malin didn't <u>admitted her</u>	he <u>have</u> a wife	Malin <u>come</u> back
Dayang Sumbi <u>request</u>	<u>live</u> a boy	to <u>cursed</u> Malin	He wanted to <u>became</u> a rich	His mother <u>meet</u>
Sangkuriang to * a giant	The boy * back to his village	...to <u>cleaned</u>	Malin <u>forget</u> his mother	His mother <u>feel</u> disappointed
Dayang Sumbi was <u>shock</u>	When they * in the village	The pirate <u>gived</u> offered	He <u>is</u> arrogant	" I <u>accursed</u> you...
He <u>call</u> evils	you * rebellious"	Malin did not <u>admitted</u> his	They <u>life</u> poor	his mother <u>life</u> at the...
Dayang Sumbi <u>realize</u>	His name * Malin		Malin <u>meet</u>	He <u>come</u> to...
Sangkuriang * angry and...	Malin <u>want</u> to leave home		the boy <u>don't</u> want	Malin <u>became</u> a stone
He * now rich	he * successful		The boy <u>don't</u> like	"I <u>accursed</u> you.....
His mother <u>look</u>	And * was surprised		The lady <u>feel</u> disappointed	Malin <u>think</u>
but Malin * not	He <u>change</u> his life			and she <u>wake</u> up..
Malin did not * his mother	His mother <u>look</u>			
Malin * shy...	He * back to....			
to * his mother	He <u>want</u>			
His mother was very angry	Malin * not admit			

he \* successful

his mother look

he want

Malin \* shy

He \* angry

Malin change

he \* want

live a little kid

His mother was angry

Malin Kundang \* known

Malin \* admit

She \* sad,...

...mother \* very angry

she \* angry

she want to

He complain to his mother

Her father die

He \* successful

He \* angry

he want

He \* want

They \* in the village

Malin \* admit her

you \* rebellious”

They \* really poor

His crew \* back

his mother \* very angry

he want t

She want

Malin \* not...

He <u>agree</u> to go	Malin <u>don't</u> like her
His mother * really upset	you * rebellious"
His son * not recognize her	Malin <u>change</u>
<u>Live</u> a boy	The crew * back to...
The boy * back....	Malin Kundang <u>want</u> to
	Malin Kundang * successful

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**Types of Grammatical Errors (Conjunction)**

**Identified Sentences/Classification of Errors**

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**Omission**

He went to the city \* he was successful

Malin looked at his mother \* he was angry

...admit her \* she said...

Malin didn't admit her \* she said

\* Malin and the girl got married

**Misformation**

An before Sangkuriang hunted,...



...\* she said to Malin...

\* Malin and the girl got married

... \* she said to Malin...

He was now rich \* he had

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**Types of Grammatical Errors (Adjective)**

**Identified Sentences/Classification of Errors**

Omission	Addition	Misformation	Misordering	
He had * wife	Malin changed into * stone	Malin <u>the</u> forgot	In <u>the</u> little village	Lived a young <u>beautiful</u> woman
...and * child	He had * wife...	<u>a</u> Malin said	He went to <u>on</u> city	a young <u>beautiful</u> woman
He came to * village	and * child	<u>A</u> lived a man	Malin met <u>the</u> girl	
Malin changed into * stone	to * village	<u>a</u> Malin said to...	Lived <u>the</u> man	
Once upon * time, ..	into * stone	<u>the</u> Malin's home	<u>the</u> girl	
in * village	"...if * boy,...	<u>the</u> Kumang	she had <u>on</u> son	
he was <u>success</u>	if * girl,...	<u>a</u> Malin said...	Sangkuriang didn't realize <u>if</u> Kumang	
"...go to * city.."	and * dog name is Kumang	<u>the</u> Malin's home	Malin met <u>the</u> girl	

..and he was <u>success</u>	...to Sangkuriang to make * giant boat	...that <u>the</u> Kumang	Malin met <u>the</u> girl
...he was <u>success</u>	* evils went to...	He lived <u>a</u> with...	In <u>the</u> little village
He was <u>success</u>	he had * wife	They lived <u>a</u> poor	In Padang in <u>the</u> little village
leave * home	... and * child	went to <u>the</u> Malin's home	Lived <u>the</u> beautiful girl
He went to * city	into * stone	Malin <u>the</u> forgot	Sangkuriang didn't realize <u>if</u> Kumang
He was <u>success</u>	Lived * fisherman	<u>The</u> Bawang Putih's father	<u>to</u> other
Now, he was <u>success</u>	he was <u>success</u>		In <u>the</u> little village
They asked * people	his mother looked very *		He lived in <u>the</u> village
Malin Kundang was <u>success</u>	into * stone		Malin met <u>the</u> girl
and he became * rich	he was <u>success</u>		In <u>the</u> little village
He was <u>success</u>	lived * little kid		In <u>a</u> island
... into * stone	Malin Kundang was known as * bad child		<u>a</u> man said to...
to * village	Malin into * stone		Malin met <u>the</u> girl

He had * wife	He was <u>success</u>
and * child	... to * city
very * and Malin was shy	he was <u>success</u>
* stone	Malin Kundang was <u>success</u>

**Types of Grammatical Errors (Adverb)**

**Identified Sentences**

**Classification of Error**

Once,...

Arrived here,..

Once, Malin...

Someday,...

Once, Malin said to his mother

Once, the man said...

**Misformation**

**Types of Grammatical Errors (Preposition)**

**Identified Sentences/Classification of Errors**

Omission	Addition	Misformation		
His mother looked * Malin	His mother looked * Malin	They lived <u>with of</u> poor	<u>On</u> a little village	Malin changed <u>to</u> a stone
Malin looked * his mother	His mother looked * Malin	..Malin <u>to</u> left	Malin changed <u>to</u> a stone	<u>on</u> one night
Malin * a rock	They felt * love	She cursed <u>to</u> Malin	Malin went to the city <u>with</u> a ship	<u>On</u> a little village
"...go * the city.."	His mother looked * Malin	"..and don't forget <u>to me</u> "	He sailed <u>with</u> the big ship	Malin changed <u>to</u> a stone
He was angry * his mother	His mother looked * Malin	Malin didn't <u>to</u> admit her	... <u>with</u> a ship.	Malin went to the city <u>with</u> a ship
"...I want to go * the city"	In an Island * West Sumatera	She cursed <u>to</u> Malin	He went <u>on</u> the city	When they were <u>at</u> the village
she wanted * curse Malin	Malin Kundang was known * a bad child	she changed <u>to</u> Malin	<u>on</u> Kingdom, ...	When <u>on</u> the city
and she wanted * curse		He lived with <u>of</u> poor...	<u>On</u> a little village	<u>On</u> a little village
he thought * change his life...		they lived <u>with of</u> poor	"I curse you <u>to</u> a rock"	Malin changed <u>to</u> a stone
		"...and don't forget <u>to me</u> "	... <u>to</u> a stone	<u>to</u> a stone

Malin forgot to his  
mother

He always resisted  
to his mother  
she changed to  
Malin  
“...don’t forget to  
me”

She cursed to Malin

Sangkuriang walked on  
the kingdom

On a little village  
Malin changed to a  
stone  
In Padang on a little  
village,...

Malin change to a city

They were at the  
village

On a little village

to a rock

...in the seashore

On dinner

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