



**THE COMPARISON OF GRAMMATICAL ERRORS IN WRITING
NARRATIVE TEXT MADE BY THE GRADE XI NATURAL SCIENCE AND
SOCIAL SCIENCE STUDENTS**

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic
University of North Sumatra Medan as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan*

By:

INDAH RATIH PERTIWI
NIM :34.15.3.088

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
2019**



**THE COMPARISON OF GRAMMATICAL ERRORS IN WRITING
NARRATIVE TEXT MADE BY THE GRADE XI NATURAL SCIENCE AND
SOCIAL SCIENCE STUDENTS**

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic
University of North Sumatra Medan as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan*

By:

INDAH RATIH PERTIWI
NIM :34.15.3.088

Advisor I

Advisor II

Rahmah Fithriani, S.S., M.Hum., Ph.D
NIP. 19790823 200801 2 009

Yani Lubis, S.Ag., M.Hum
NIP. 19700606 200003 1 006

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

2019

ABSTRACT

Pertiwi, Indah Ratih. Registration Number: 34153088. Grammatical Errors in Writing Narrative Text Made by Grade Eleventh Natural Science and Social Science. A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, 2019-07-02

This study aims at analyzing the grammatical errors on students' narrative text. It was conducted by descriptive qualitative. The data analysis was five steps through: identifying the errors, classifying the errors, calculating errors, scoring student works, and putting the result into table. It was conducted in MA Laboratorium UIN-SU, especially Eleventh Grade Natural science and Social science. The data by students Eleventh Grade Natural science and Social science to write narrative text then their works was collected and analyzed to get the data as objective as possible, so they can be better in writing narrative text and the students of natural science and social science students was gave some contributions to row to develop teaching narrative text. After analysis all text, the finding of the study can be seen in the data. The type of grammatical errors found are made by the natural science student's made 26 or 19,54% and social science student's made 18 or 16,51% errors in using noun. The natural science student's made 26 or 18,79% and the social science student's made 14 or 12,84% errors in using pronoun. The natural science student's made 55 or 41,35% and the social science student's 51 or 46,78% errors in using verb. The natural science student's made 2 or -13,29 and the social science student's made 1 or -10,89 errors in using adverb. The natural science student's made 6 or 4,51% and the social science student's made 9 or 8,25% errors in using adjective. The natural science student's made 19 or 14,28% and the social science student's made 16 or 17,43% errors in using preposition. The errors of noun occur in errors when they write the words. The errors of pronoun occurred in placing the pronoun based on its function. The errors of verbs occurred in changing the verb into simple present tense. The errors of adverb occurred in errors when they write the words. The errors of preposition occurred in using words which don't appropriate with next word. They made errors is

because of heir mother tongue interference and logical thinking and not doing practice weel.

Key words:*Descriptive Qualitative Research Design, Writing skill, Eleventh Grade Natural Science and Social Science*

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language English is one of a media interaction and communication among people from different part of the world. "The role of grammar instruction is inevitably important for second and/or foreign language mastery. Unfortunately, in practice, many English teachers in foreign language contexts such as in Indonesia still teach grammar deductively".¹ Thus, it is very important to be learned in order to improve social relation and knowledge. As a result, English is taught as a foreign language in countries, including in Indonesia focus on mastering four language skills, namely listening, speaking, reading, and writing.

According to the national curriculum, of each level of English education in Indonesia has its own objectives. Furthermore, School Based Curriculum (KTSP) curriculum states that the students are expected to develop communicative competence both in speaking and writing to achieve functional literacy stage.

"When learning English, Indonesian students focus of the mastery of four skills namely listening, speaking, reading, and writing.. Writing is one of the skills that is considered to have an essential significance in second language learning because it serves as both a tool for communication and a means of learning,

¹Rahmah, Fithriani. Communicative Game-Based Learning in EFL Grammar Class: Some Suggested Activities and Students' Perceptions. *Journal of English Educational and Linguistics Studies*, Vol.5, No.2, 2018, p.171

thinking, and organizing knowledge or ideas.”²In addition there are some reasons that writing is absolutely important. First, writing is one of the communication ways to communicate with other people in the world. Second, writing ability is required in almost in part of jobs.³

“Unfortunately, second language learners have also considered among the most difficult skills to master as it involves problem solving in addition to the deployment of strategies to achieve communicative goals. For second language learners, the difficulty in second language writing is doubled because they need to transfer ideas from their first language”⁴

In Indonesian high schools level (Grades 10 through 12), students are streamed into three divisions: The Natural Sciences Stream, the Social Studies Stream, and the Language Stream. General in Indonesian high schools there are two majors that the teacher introduces to students, the two majors include The Natural Sciences Stream, the Social Studies Stream. Science consists of four aspects, namely Mathematics, Physics, Chemistry, and Biology. Social consists of four Geography, Economics, History, Sociology,

Based on the oral interviews conducted by researcher to about 20 parents, both in Medan, students of Natural Science tend to be more intelligent, more

²Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*, Vol.3, No.1, January 2018, p.1.

³Shubhada, Deshpande, *Teaching Writing Skills in English*, Internasional Journal of English Language Teaching, Vol.3, No.1, March 2014, p.68.

⁴Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*, Vol.3, No.1, January 2018, p.1-2

hardworking, and therefore are said to be clever compared to the Social Science students. 16 of them believe that Natural Science students are better than Social Science students with the dominant reason is because Natural Science students study more complex and difficult subjects which will train the brain more in thinking and concentrating. They are considered to be more focused and careful in studying based on the different specific subjects that they learn at school.

Relation to the Natural Science students would make fewer mistakes compared to the Social Science students in doing something, including in writing an English text. This superficial perspective is going to be proved by analyzing the students writing, specifically the grammatical structures.”The importance of grammar acquiring the capability of producing grammatically acceptable utterances in language. Learning grammar can help to furnish the basis of the four language skills: listening, speaking, reading and writing. Regardless of the problem, the role of grammar instruction has been considered crucial to the ability to use language. Furthermore, grammar gains its prominence in language teaching, particularly in English as a foreign language and English as a second language contexts, in as much as without a good knowledge of grammar, learners’ language development will be severely constrained.”⁵

The students in that condition were found at MA Laboratorium UIN-SU Medan. Many students do not feel confident enough to express their ideas in the written form. They feel afraid to make mistakes in grammar and the formal

⁵Rahmah, Fitriani. Communicative Game-Based Learning in EFL Grammar Class: Some Suggested Activities and Students’ Perceptions. *Journal of English Educational and Linguistics Studies*, Vol.5, No.2, 2018, p.172

language use in their written form. They also feel embarrassed if their mistakes may lead the confusion of their idea. As a result, many of the eleventh grade students in MA Laboratorium UIN-SU Medan make errors on their written works. The purpose of this research is to compare grammatical errors made the Natural Science and Social Science students in writing narrative text. The analysis used the grammatical errors theory from Zawahreh (2012:173). Therefore, a conclusion can be made as the indicator whether the students of Natural Science and Social Science classes have the same ability in writing narrative text with proper grammatical structure, or one is better than the other. In addition, the findings of the research can also be used as a proof to see whether the perception of the society about Natural Science students are better than Social Science students is true or not at MA Laboratorium UIN-SU Medan.

So based on the explanation above, the researcher is interested to carrying out a research entitled *“The Comparison of Grammatical Errors in Writing Narrative text Made By The Grade XI Natural Science and Social Science Students”*

B. Identification of the Problem

There are many problems that can be identified related to students' English ability in writing narrative text. The problems as follows: (1) the students have low ability in grammar, (2) the students have low mastery in writing

C. The Research Questions

Based on the background of the study and the identification of the problem above, research question are:

1. What kinds of grammatical errors that are found in the narrative texts written by the students of Grade XI Natural Science and Social Science?
2. What are the dominant errors made by both types of classes?

D. The Purpose of the Study

In relation to the problem, the purpose of the study is to identify the errors made by Grade XI Natural Science and Social Science students at MA Laboratorium UIN-SU Medan. The finding can be used to information the dominant errors made by the students, whether the society's perspective is true or not.

E. The Significance of The Study

This study must be useful to many partial:

1. The teachers, as a source of information or data about the students ability in writing narrative with proper grammar to be further used as a way to find the most suitable teaching technique or strategy and to prove whether the teacher believe about the students ability is true or not

2. The students, as a tool to motivate them as well as reflection of how to write a text (genres of text) using appropriate grammatical elements
3. To the researcher, this study is intended to be one of their resources to find out and analyze the errors in another text, and give additional information for the next related study
4. Future researchers who are also interested in analyzing the errors made by the students.

F. Limitation of the Study

This study is limited to the analysis of the grammatical errors found in narrative text by the Grade XI students of Natural Science and Social Science classes at MA Laboratorium UIN-SU to see the ability of the students in writing English. The researcher focused her study on analyzing the student's grammatical error in writing Narrative Text. The researcher just concerned in analyzing six aspects: Noun, Pronoun, Verb, Adverb, Adjective, Preposition.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The basic concept of the study should be made clear from the beginning. Theoretical framework aims to give clear concept to the difference of grammatical errors in writing narrative between natural science and social science students. To describe some theories related to this research is a must in order to prevent to misunderstanding between the writer and the readers.

1. Writing as a Language Skill

“Writing is one of the skills that is considered to have an essential significance in second language learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas. Unfortunately, second language learners have also considered among the most difficult skills to master as it involves problem solving in addition to the deployment of strategies to achieve communicative goals. For second language learners, the difficulty in second language writing is doubled because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language (L1). These challenges that learners encounter in L2 writing call for teachers and researchers to find better ways for instructing writing. Providing feedback is one of the most

appropriate ways of instruction to help L2 learners successfully learn a writing skill”⁶

Not only in the world of education, in the Qur'an it is also explained that the importance of writing in life. Allah the Almighty said in Al-Qur'an verse Al-Qalam:1

Meaning:

*Nun, For pena and what they write.*⁷

*Nun, Demi pena dan apa yang mereka tuliskan*⁸

From the meaning of the verse above explains that with a pen we can express the ideas we have while learning and sharing knowledge to all humans.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form.

2. Writing Instruction in Indonesian EFL Context

⁶Rahmah, Fitriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*, Vol.3, No.1, January 2018, p.1-2

⁷Muhammad Taqi-ud-Din Al-Hilali, *The Noble Qur'an In The English Language*, (Islamic University Al-Madinah Al-Munawwarah)p.774

⁸Departement Agama RI, *Al-qur'an & Terjemahan*, (CV. Penerbit Jumanatul Ali-art Bandung 2005)p.770

Writing is the skill that comes at the end according to Krashen's (1994) natural order hypothesis of language learning; however, this does not make writing skill insignificant to learn. In fact, writing is one of the skills considered to have an essential significance in second language (L2) learning.

“After Indonesia gained her independence from the Dutch in 1945, the Dutch language was eliminated and replaced by the English language as the first foreign language in the country with official approval. Although Indonesia was never colonized by the British, the language has become a significant part of the nation's institutions. The need of the language for communication and business transaction with neighboring countries made the learning inevitable. As a consequence, English has become the only foreign language mandatorily taught from secondary up to university level and has even been extended during the last few years to a number of primary schools in capital cities in Indonesia.”⁹

Teaching writing is more than that traditional activity. The teacher cannot just collect the students' writing and give a mark on it; in so doing, he neglects the most important aspect, which is the process. In responding to the students' writing, the teacher tends to correct the grammatical structures and tries to minimize mistakes in terms of forms of language.¹⁰

a. English as a compulsory Subject

⁹Rahmah, Fithriani, *Indonesia students' perceptions of written feedback in second language writing*. (Doctoral Dissertation), University of New Mexico 2017, p.27

¹⁰Ariyanti. The Teaching of EFL Writing in Indonesia (*Dinamika Ilmu* Volume 16, 2, 2016) p.7

“English has become the only foreign language mandatorily taught from secondary up to university level and has even been extended during the last few years to a number of primary schools in capital cities in Indonesia. The allotted time to learn English is different from one level to another. Starting from Grade 4, English is officially taught for two to four hours a week. At the high school level (Grades 10 through 12), students are streamed into three divisions: The Natural Sciences Stream, the Social Studies Stream, and the Language Stream. For all three streams, English is compulsory and allotted at least four class hours per week. For the Language Stream, the time allotment for English is eleven hours per week. At the university level, many non-English departments require that students take one or two semesters of English for two hours per week”¹¹.

Although the interests and concerns about English education have been a priority in Indonesia, teaching writing has been neglected in English classrooms. Based on the school based-curriculum as endorsed by the Department of National Education of the Republic of Indonesia in 2004, the teaching of English writing should cover five different text genres, namely: recount, narrative, procedure, descriptive and report at the Junior Secondary Schools. Whereas, twelve text genres, namely: recount, narrative, procedural, descriptive, report, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review at the Senior High Schools (Depdiknas, 2005)¹²

¹¹Rahmah, Fithriani, *Indonesia students' perceptions of written feedback in second language writing*. (Doctoral Dissertation), University of New Mexico 2017, p.27-28

¹²Departemen Pendidikan Nasional. *Peraturan Menteri Pendidikan Nasional No. 23 Tahun 2006 Tentang Standar Kompetensi Lulusan Satuan Pendidikan Dasar dan Menengah*. 2006

b. Division in Indonesia Schools

Education in Indonesia falls under the responsibility of the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan* or *Kemdikbud*) and the Ministry of Religious Affairs (*Kementerian Agama* or *Kemenag*). Schools in Indonesia are run either by the government (*negeri*) or private sectors (*swasta*). Some private schools refer to themselves as "national plus schools" which means that their curriculum exceeds requirements set by the Ministry of Education, especially with the use of English as medium of instruction or having an international-based curriculum instead of the national one.¹³

The department is a place for a student whose place is tailored to his talents, interests, and abilities, so in this case the majors are very important / big impact on one's future. General in Indonesian high schools there are two majors that the teacher introduces to students. The two majors include:

1) The Natural Sciences Stream

Natural Science is a department that studies or reveals the symptoms of nature by applying scientific steps so students understand and master the concepts of nature. The scope of science is a living being, energy and its changes, the earth and the universe and material processes and their properties. Science consists of four aspects, namely Mathematics, Physics, Chemistry, and Biology.

2) The Social Studies Stream

¹³ [*"World Bank and Education in Indonesia"*](#). World Bank. 1 September 2014. Retrieved 30 October 2016

Social Science is a science that studies human behavior and studies humans as members of society. Social studies follows an integrated perspective from a number of subjects such as: Geography, Economics, History, Sociology, and lessons related to social sciences.¹⁴

3. Genre in English Writing

Genre is an organizing concept for culture practices. Genre is a based accession, function, behavior, and interaction structures. There are five fundamental genre of writing; describing, instructing, arguing, explaining, and narrating.

There are different genres of writing:

- | | |
|----------------|---------------------------|
| 1) Narrative | 8) News Item |
| 2) Description | 9) Hortatory Exposition |
| 3) Explanation | 10) Analytical Exposition |
| 4) Discussion | 11) Spoof |
| 5) Recount | 12) Anecdote |
| 6) Report | 13) Review ¹⁵ |
| 7) Procedure | |

Based on the school based-curriculum as endorsed by the Department of National Education of the Republic of Indonesia in 2004, the teaching of English

¹⁴Kurikulum2013, (Kementerian Pendidikan dan Kebudayaan2012)p. 31-32

¹⁵Dirgayasa. *Academic Writing: a genre based aproach. First Published*, (Medan: Unimed Press, 2014).p. 30.

writing should cover five different text genres, namely: recount, narrative, procedure, descriptive and report at the Junior Secondary Schools. Whereas, twelve text genres, namely: recount, narrative, procedural, descriptive, report, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review at the Senior High Schools (Depdiknas, 2005)

a. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

Narrative itself is divided into:

1) Fiction

Narrative can be said as a fiction if the story is untrue and not happened in the real world. Fiction often found in novel and short story. Short story itself is divided in to four kinds they are: Adventure story, Fantasies, Fables, Science fiction stories

2) Non Fiction

Narrative is called nonfiction of the story or event is true and actually occurred. It can be said that non fiction usually talks about the writers; experience or another person's which is talked in written. Non fiction is often in biography, history and in newspaper writing.

b. Generic Structure

The generic structure of narrative text consists of three parts, those are orientation, complication, and resolution. In detail, the rhetorical structure and textual elements functions is as follows:¹⁶

Table 2.1. Generic Structure of Narrative Text

Textual Elements	Fuctions
Orientation	<ul style="list-style-type: none"> • It consists of theme or topic to be informed • Introducing the characters of the story., the time and the place story happened (who, what, when, and where) • It enables to attract and to provake the reader so that he/ she is willing to continue reading the whole text.
Complication	<ul style="list-style-type: none"> • A series of events in which the main character ettempsts to solve the problem • The complication usually involves the main characte(s) (often mirroring the complications in real life)
Resolution	<ul style="list-style-type: none"> • The endings of the story containing the problem solution • The complication may be resolved for better or worse/happily or unhappy. • Sometimes there are a number of complications that have to be resolved. There add and sustain interest and suspense for the reader.

¹⁶Dirgayasa. *Academic Writing: a genre based aproach. First Published*, (Medan: Unimed Press, 2014).p. 30.

The language features of narrative:

- a. Using past tense. For ex: *killed, drunk*, etc.
- b. Using adverb of time. For ex: *once upon a time, one day*, etc.
- c. Using time conjunction. For ex: *when, the, suddenly*, etc.
- d. Using specific character. For ex: *Cinderella, Snow White*, etc.
- e. Using action verbs. For ex: *killed, dug, walked*, etc.

4. Writing, Grammar and Error Analysis

Writing as one of communication skills is a means of communication that must consciously be learned because no one learns to write automatically. People cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter we must be shown how to form words, how to put words together into sentences, and how to punctuate those sentences. English grammar rules are actually very useful for English usage and English writing. The rules of grammar tell us how we should form words and sentences in a way that is accepted as grammatically correct.

Grammar is important in learning English as a foreign language. In this case, grammar guides the students in constructing English sentences to communicate with other people. Grammar is bounded to other language skills like listening, speaking, reading, and writing.

Good writing requires good working knowledge of grammar, and also the art of using rhetoric of arranging words, phrases, sentences and paragraphs as the way to get readers' attention. Briefly the writer concludes the grammar ability is

essential to create correct sentences both in written form and in oral language skill¹⁷.

Error Analysis (EA) itself is actually quite popular in the education field, particularly in countries where English is as the second or foreign language. Choose EA particularly in the analysis of common grammatical errors found in 3rd secondary male students' writings in Dubai as his dissertation,¹⁸ conducted a research of EA that analyzed the applied error made by tenth grade students in Jordan,¹⁹ wrote an article of the importance of error analysis for the second language acquisition.

Allah the Almighty said in Al-Quran verse Al-Alaq 1-5

The meaning: (1) Read! In the name of your Lord, Who created. (2) Created man, out of a (mere) clot of coagulated blood. (3) Read! And Your Lord is the Most Generous. (4) Who has taught (the writing) by the pen (the first person to write

¹⁷Muh.AriefMuhsin, *The Correlation Between Students' Grammar Knowledge and Writing Ability*. (Muhammadiyah University of Makassar, 2015) p.1-2

¹⁸M. Y, Taiseer, Hourani. *An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE*. (Dubai: Institute of Education, British University 2008) p.170.

¹⁹A. S, Zawahreh. *Applied Error Analysis of Written Production of English Essays of Tenth Grade Students in Ajloun Schools, Jordan*. (International Journal of Learning 7 Development, Vol. 2, No.2, 2012) p.175.

was Prophet.(Has taught mas that which he knew not)²⁰

1. The Category of the Grammaratical errors

Grammatical errors divided into four categories: Over-generalization (over-applying), Ignorance Of The Rules Restrictions, Incomplete Application Of Rules, False Concepts Hypothesized . And here are the explanations:

a. Over-generalization (over-applying)

It occurs when the learner creates a deviant structure on the basis of his experience of other structures in the target language. For example, *she can cooks* while the appropriate one is *she can cook*. This situation may occur because of a student who generalizes two different rules of structures.

b. Ignorance Of The Rules Restrictions

It is caused by the failure to observe the restrictions of existing structures the application of rules to contexts where they do not apply. For example, in English we write *The lion is a wild animal* and *Lions are wild animals*, but *one may write The lions is a wild animal*.

c. Incomplete Application Of Rules

²⁰Departemen Agama RI, *Al- Qur'an & Terjemahan*, (CV. Penerbit Jumanatul Ali- Art Bandung 2015)

It involves a failure to develop the rules required to produce acceptable to utterances (sentences). It usually occurs when a student one to change a statement into question form. For example, in English we write *Do you like sushi?* But one may write *You like sushi?*

d. False Concepts Hypothesized

False concept hypothesized may derive from faulty comprehension of a distinction in the target language-sometimes die to poor graduation of teaching items. For example, the form *is* may be understood to be the marker of the present tense *he is speaks French*, when actually the appropriate one is *he speaks French*.²¹

There are also some other classifications of grammatical errors just like what Richards (1974), Acide Erdogan (2005:264) found in his study which analyzed the grammatical errors made by the tenth grade students in writing English essays. In his study, the grammatical errors found were caused by some aspects such as mother tongue interference, intralingual interference, teachers, false analogy and the familiarity of the appropriate collections. With the sample in total of 350 students, the most dominant errors ate caused by Arabic interference and intralingual interference.

Although there are other theories or findings regarding to the grammatical errors, this research will only use the theory from Zawahreh, F. A (2012: 174) in the process of analyzing the students' writings. Because this theory is the latest and it is done in the EFL context.

²¹A. S, Zawahreh. *Applied Error Analysis of Written Production of English Essays of Tenth Grade Students in Ajloun Schools, Jordan*. (Internasional Journal of Learning 7 Development, Vol. 2, No.2, 2012)p.175.

5. Common Grammatical Mistakes in Writing

Nancy M. Kreml “Writing is one of the most effective forms of communication—but only when the proper words are used and grammar rules are followed. While most people receive a foundational understanding of grammar when they attend school, even those who are knowledgeable about such things as writing, editing, and proofreading can make mistakes in their use of grammar”.

Here of the most common grammatical mistakes are found in the students writing:

a. SentencePattern

Subject is the word that tells you who or whatperformed the action of the verb.Almost all English sentencescontain a subject (S) and a verb (V). The verb may or may not be followed by an object (O).This means that the Subject comes before the Verb, which comes before the Object.²²

Examples:

- a. Birds flew
(S) (V)
- b. The baby cried
(S) (V)
- c. The student need a pen
(S) (V) (O)
- d. My friend enjoyed the party
(S) (V) (O)

Verb is a word or phrase that describes an action, condition or experience.

Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise,

²²<http://esl.fis.edu/grammar/rules/order.htm>

sleep, stay, walk. Verbs that are followed by an object are called “transitive verb.”

Common transitive verbs: build, cut, find, like, make, need, send, use, want.

Some verbs can be either intransitive or transitive. Transitive; A student studied.

Intransitive; A student studied books.

Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asian information, appearance).²³

a. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: “When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud “pop!” Even my friends heard it. The teachers called my parents, who came quickly.

b. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

Personal pronouns

Personal pronouns are words such as:

- First person pronouns, example words that represent or include the

²³ Betty Schramm, *Understanding and Using English Grammar*. (White Plains, New York: Longman, 1999), 3rd ed, p. A1.

speaker or writer.

Singular : I, me, my, mine

Plural : we, us, our, ours

- Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular : you, your, yours

Plural : you, your, yours

- Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular : he, him, his, she, her, it, its

Plural : they, them, their, theirs²⁴

c. Preposition

Preposition have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.²⁵

d. Punctuation and Spelling

²⁴ Nancy M. Kreml, et al. *The User's Guide to College Writing: Reading, Analyzing, and Writing*, (United States: Pearson Education, Inc, 2004), 2nd ed, p. 361.

²⁵ Cambridge Advanced Learner's Dictionary-3rd Edition

Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc.

Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well.²⁶

1) Full stops

The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

2) Commas

A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese.

3) Apostrophe

The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc.

4) Capitalization

Capital is a letter of the alphabet in the form and larger size that is

²⁶ Thomas S. Kane, *The Oxford ...*, p. 379-380

used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters.²⁷

Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell success with only one 's', or colleague without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word definitely, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences.²⁸

B. Conceptual Framework

Errors naturally exist in learning process; they systematically happen and show the lack of learners knowledge. Errors are found in every language skills such as writing, which needs complex knowledge about the language. Writing is considered as the most difficult skill for language learner because they need to be able to apply the rules and structures of the language which are complicated. In writing, every single word should be in correct form to create the effective sentences. The aspects of writing such as word choice or vocabulary, grammar and coherency to express the content should be correctly organized.

In students' writing some errors in using past tense are found. Errors can

²⁷ Nancy M. Kreml, et al. The User's Guide p. 388-389

²⁸ Cambridge Advanced Learner's Dictionary-3rd Edition, p. EH13

be understood by reading the materials about the errors analysis and classifying the errors based on the types or analyzing the causes of errors that occurred.

This research focuses on seeing the awareness of using past tense in narrative text. This research using Zawahreh (2012:173) theory about types of grammatical errors in writing. It is known that errors cannot be avoided, it often appears sometime in learning process furthermore, writing is known as one language skill which is not easy to be learned. More exercises are needed by the students to master this skill and make the product becomes easy and understandable. According to Zawahreh there are four types of grammatical errors, those are: overgeneralization, ignorance of the rules restrictions, incomplete application, and false concept.

C. Related Studies

Those several studies related to the errors in writing text are useful as their existences as data for supporting the researcher's study. Thesis related does not have same form but those can give contribution in explaining about errors which are often occurred in writing. This analysis focused on the types of grammatical errors and the sources or causes of grammatical error in writing narrative text. This study will be different from those related studies which can be seen from the source of data.

The first is research by Rahayu (2009) in her research entitled Error Analysis in Writing Narrative text by Writing I Student of the English Department of Petra Christian University found that there were three type of errors occurred, overgeneralization errors; omission errors; transfer errors.

The second is research by Abdul (2007) has also investigated the students' errors in building complex sentences. He investigated that students did the four errors in building complex sentences namely errors of over-generalization (over-applying), Ignorance of the rules, Application of rules, and False Concepts

The third is research by Yudhi Kurniawan (2016) in his thesis entitled grammatical error on Second Grade Students' in Writing Narrative Text investigated about kind errors. He explained that there are three types of error occurred; over-generalization (over-applying), Ignorance of the rules, Application of rules, and False Concepts.

Those several studies related to the errors in writing text are useful as their existences as data for supporting the researcher's study. Thesis related does not have same form but those can give contribution in explaining about errors which are often occurred in writing. These former study can give more information and knowledge about the errors in students' writing text through their findings. Meanwhile, this thesis has purpose to analyze the errors in students' writing narrative text. This analysis focused on the types of grammatical errors and the sources or causes of grammatical error in writing narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher was conducted by using descriptive qualitative method to describe the grammatical errors made by students. Qualitative study seeks to understand a phenomenon by focusing on the total picture rather than breaking down into variable.²⁹ The descriptive study is designed to obtain information concerning the current status of phenomena.³⁰ One of the characteristics of the descriptive research is that there is no control of treatment as in an experimental one. So this research analyzed about grammatical errors, kinds of grammatical errors in writing narrative text, the grammatical errors are frequently made by students, the dominant errors. The researcher concludes that descriptive qualitative research is appropriate in this study.

B. Data and Data Source

In this research, the researcher took the Eleventh grade students of MA Laboratorium UIN-SU Medan in the academic year of 2019/2020. There are four classes of eleventh grade XI IPA 1, XI IPA 2, XI IPS 1,

²⁹Ary, D. Jacobs, L.C & Razaevih, A. *Introduction to Research in Education. Sixth Education.* (United States of America: Wadsworth Group. 2002)p. 212

³⁰Mansur. *An Error Analysisi in Recount Writing on the Use of Simple Past Tense by the TenthYear Students at SMK PGRI 2 Tuban.* Unpublished Thesis. (Tuban:Universityof PGRI Ronggolawe Unirow Tuban, 2008.)p.71

and XI IPS 2. In this research, the researcher was taken only classes, XI IPA 1 and XI IPS 1 as the sample. The sample was taken randomly 15 students from each class. Thus, the total number of the participants are 30 students

C. The Instrument of the Research

1. Writing test

The researcher gave the task to the students' class XI IPA 1, XI IPS 1 in different time. The students did the task in the classroom. The students are given 60 minutes to write narrative text about Cinderella. The text should be composed at least in 3 paragraphs (Orientation, Complication, and Resolution). Then from 2 classes the researcher choose only 15 students in each class for sample, so there were 30 students' writings to be analyzed. The researcher classified the grammar errors into six aspects: Noun, Pronoun, Verb, Adverb, Adjective, Preposition.

D. The Research of the Procedure

Here are the procedure of the research:

1. The researcher met the headmaster, to talk about the purposes.
2. Then the researcher arranged the time for doing the writing task.
3. The researcher gave the task for the students' class XI IPA 1 and XI IPS 1 in different time.
4. The students did the task in the classroom. The students are given

60 minutes for writing a narrative text about Cinderella. The text should be composed based on the generic structure of Narrative text (Orientation, Complication, Resolution)

5. Then the researcher chose only 15 students in each class for sample, so there were 30 students' writing to be analyzed.

6. Finally the researcher calculated the grammar errors and explained it using descriptive analysis.

E. The Technique of the Data Analysis

In doing study, the researcher were analyze data after the data were collected. The researcher made analyzing of the errors of the students from the test which is given to tables. Each table contains one type of errors made by the students. After the tables is completed. The researcher described what errors made by the students.

1. Identifying errors.

In this step, the acquired data will be studied to find out the grammatical errors by underlying the errors. The data would be analyzed as objective as possible.

2. Classifying errors.

Once the errors have been identified, those will be classified into five aspects: Noun, Pronoun, Verb, Adverb, Adjective, Preposition.

3. Calculating the Errors.

In this step. The errors would be calculated in order to know how frequently these errors are made by the students. In the calculating the frequency of these each errors, the following formula would be used

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

in which,

P : percentage of each errors

n1 : total of errors made

ΣN : total of the whole errors made

By calculating the percentage of each error, the most frequent error made and the last frequent error made by students will be identified

4. Scoring the student's works

Since this study is about grammatical error, the students' would be scored based on the grammatical aspect only, in scoring the students' written works, the correct sentence (s) will be divid with the total sentences, and then multiplied by 100. In simple, it can be formulated as follow:

$$\text{Score} = \frac{\text{correct sentence(s)}}{\text{total sentence}} \times 100$$

5. Putting the result into table

Once the students' written works have been scored, the result would be put into table. The result of social and natural science students'

works would be separated avoid confusion³¹. The table can be seen below:

Table 3.2 The result of Students work

No	Students' Initial Name	N	Pro	V	Adv	Adj	Pre
1							
2							
3							
4							
5							
	Total						
	Total Error						

F. Trustworthiness

In this study, the researcher used the theory of triangulation and peer debrief to test the validity of the data. As pointed out in Tannen (2007), 'repetition is a way that meaning is created by the recurrence and recontextualization of words and phrases in discourse'. It is a pervasive type of spontaneous prepattern in human social interaction.³² There were some theories used in the process to support the findings and

³¹S.M, Gass. *Second Language Acquisition: An Introductory Course*. (New Jersey: Lawrence Erlbaum Associates 2008).p.103

³²Tannen, Deborah. *Talking voices: Repetition, dialogue, and imagery in conversational discourse*.

(Cambridge University Press,2007)p36

analyze the data.

The data of students' writing were analyzed to triangulate the data. This research study was also consulted to the first and second consultants in order to confirm the data.

CHAPTER IV

DATA, FINDINGS AND DISCUSSION

A. DATA

There are two data collected from students' written works. The first is students' score of their written works. The second is students' grammatical errors in written works. Both of them are qualitative data.

1. The Qualitative Data

The qualitative data were taken from the students' Narrative text. There are two data taken from their text, students' grammatical errors and students' score of their written works.

a. Students' Grammatical Errors

After collecting and analyzing the data, researcher that there were many grammatical errors in students' works. These errors are classified based on part of speech in English. There were 133 grammatical errors from various kind in the Natural Science students' written works. Those 133 grammatical errors were classified into these following parts of speech :

- | | |
|---------------------------|------|
| 1. Error in using noun | = 26 |
| 2. Error in using pronoun | = 25 |
| 3. Error in using verb | = 55 |

- 4. Error in using adverb = 2
- 5. Error in using Adjective = 6
- 6. Error in using preposition = 19

The grammatical errors made by each students of natural science can be seen in this following table:

Table 4.1 Grammatical errors of natural science students

No	Students' Initial Name	N	Pro	V	Adv	Adj	Pre
1.	ARR	1	0	3	0	1	2
2.	DA	0	1	1	0	0	1
3.	FB	2	0	1	0	0	0
4.	GS	0	0	1	0	0	1
5.	ISS	1	0	3	0	1	3
6.	MPH	0	0	1	1	0	0
7.	MO	2	0	1	0	0	0
8.	MIF	4	1	4	1	0	3
9.	NSL	3	0	1	0	0	0
10.	RJ	1	1	9	0	0	2
11.	SA	2	0	3	0	1	0
12.	SS	5	3	4	0	0	0
13.	VSA	5	16	18	0	2	4
14.	YP	0	3	5	0	1	2
15.	WLY	0	0	0	0	0	1
	TOTAL	26	25	55	2	6	19
	Total Errors	133					

Meanwhile social science students 109 grammatical errors in their written works. Those 109 grammatical errors were classified into these following part of speech:

1. Errors in using noun = 18
2. Errors in using pronoun = 14
3. Errors in using verb = 51
4. Errors in using adverb = 1
5. Errors in using adjective = 9
6. Errors in using preposition = 1

The Grammatical errors made by each students of social science can be seen in this following table.

Table. 4.2 Grammatical errors of social science students

No	Students' Initial Name	N	Pro	V	Adv	Adj	Pre
1.	AMS	0	0	1	1	0	0
2.	AR	0	1	0	0	0	1
3.	APM	0	1	2	0	0	0
4.	FAP	8	3	8	0	3	2
5.	HMS	2	0	0	0	0	1
6.	MA	0	0	0	0	0	2
7.	NH	0	0	6	0	1	2

8.	NR	1	0	1	0	0	0
9.	NSA	0	0	0	0	0	1
10.	PAR	0	0	0	0	0	0
11.	PI	3	0	2	0	0	0
12.	RA	1	0	0	0	0	1
13.	PRP	2	1	12	0	4	4
14.	SHW	0	0	8	0	1	1
15.	WP	1	8	11	0	0	1
TOTAL		18	14	51	1	9	16
Total Errors		109					

b. The Written Work Score of Natural and Sosial Science Students

After collecting the students' works, researcher scored written work. As the stated in the previous chapter. Researcher used grammatical errors formula in scoring the students' written works. This data was used to find the significance of the difference of natural science and social science students' works. The written tables below.

Table.4.3 Natural Science Students' score

No.	Students Initial Name	Score
1.	ARR	73,33333
2.	DA	92,15686
3.	FB	76.47059
4.	GS	80

5.	ISS	75
6.	MPH	84,21053
7.	MO	75
8.	MIF	73,33333
9.	NSL	50
10.	RJ	55,55556
11.	SA	75
12.	SS	63,63636
13.	VSA	66,66667
14.	YP	69,69697
15.	WLY	97,2973

Table.4.4 Social Science Students' score

No	Students Initial Name	Score
1.	AMS	89,47368
2.	AR	81,81818
3.	APM	66,66667
4.	FAP	84,21053
5.	HMS	85,71429
6.	MA	77,77778
7.	NH	77,77778
8.	NR	93,33333
9.	NSA	80
10.	PAR	100
11.	PI	70

12.	RA	72,72727
13.	PRP	63,63636
14.	SHW	72,72727
15.	WP	63,63636

B. FINDINGS

1. Analysis of Qualitative Data

After talking the qualitative data from students' works, the researcher analyzed those data and compared the result of the test of natural science students and social science students.

a. Grammatical Errors Analysis

Those grammatical errors made by students was analyzed here, reseacher will put each incorrect sentence into its categories, put an asterist (*) and underline the error. Researcher calculate the frequency of each error by using this formula

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

P : percentage of each errors

n1 : total of errors made

ΣN : total of the whole errors made

1) Errors in Using Noun

From 133 grammatical errors, the students' of natural science made 26 errors in using noun. Therefore, the frequency of errors in using noun made by natural science students is:

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

$$P = \frac{26}{133} \times 100\%$$

$$P = 19,54\%$$

Meanwhile, from 109 grammatical errors, the students' of social science made 18 errors in using made noun. Therefore, the frequency of errors in using noun made by social science students is:

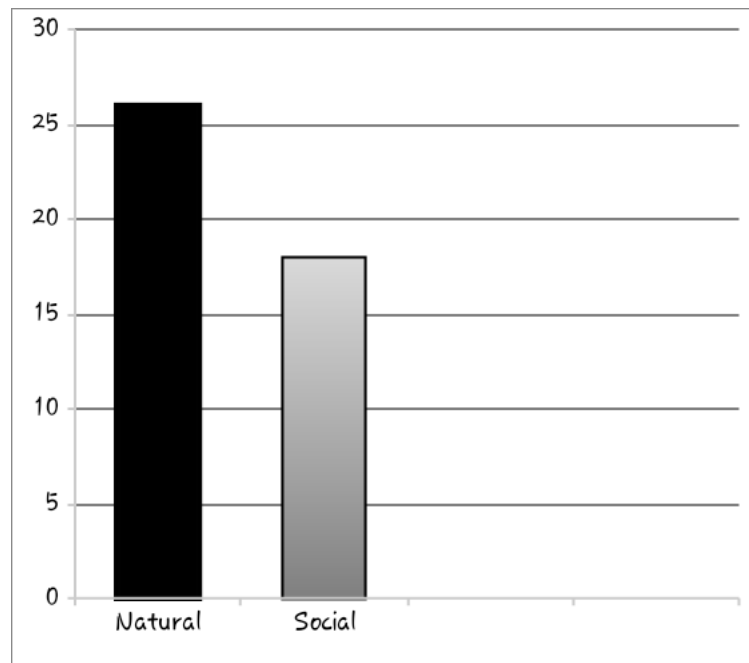
$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$P = \frac{18}{109} \times 100\%$$

$$P = 16,51\%$$

The comparison between the errors of natural science and social science students in using noun can be seen in chart below.

Pie Chart 4.1 errors in using noun



2) Errors in using pronoun

From 133 grammatical errors, the students' of natural science made 25 errors in using pronoun. Therefore, the frequency of errors in using pronoun made by natural science students is:

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

$$P = \frac{25}{133} \times 100\%$$

$$P = 18,79\%$$

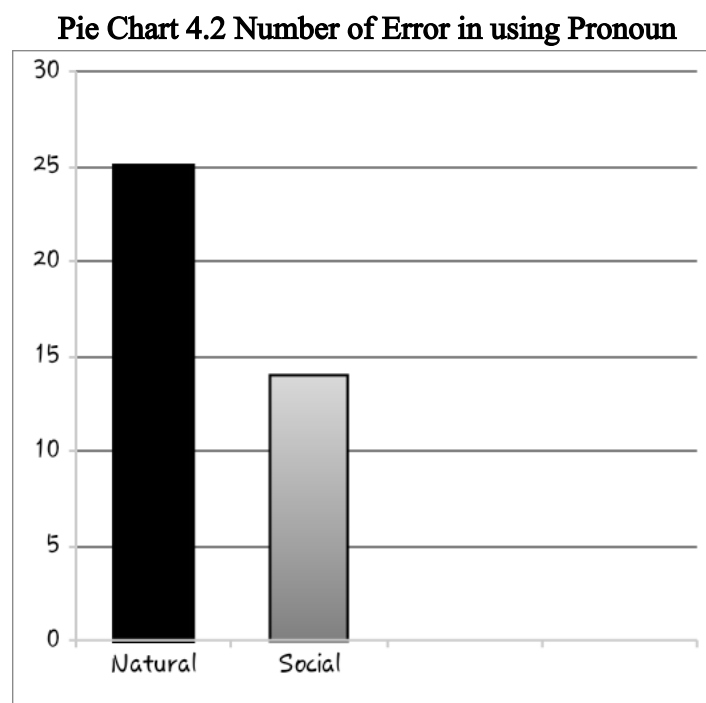
Meanwhile, from 109 grammatical errors, the students' of social science made 14 errors in using made pronoun. Therefore, the frequency of errors in using pronoun made by social science students is:

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

$$P = \frac{14}{109} \times 100\%$$

$$P = 12,84\%$$

The comparison between the errors of natural science and social science students in using pronoun can be seen in chart below.



3) Errors in using verb

From 133 grammatical errors, the students' of natural science made 55 errors in using verb. Therefore, the frequency of errors in using verb made by natural science students is:

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

$$P = \frac{55}{133} \times 100\%$$

$$P = 41,35\%$$

Meanwhile, from 109 grammatical errors, the students' of social science made 51 errors in using made verb. Therefore, the frequency of errors in using verb made by social science students is:

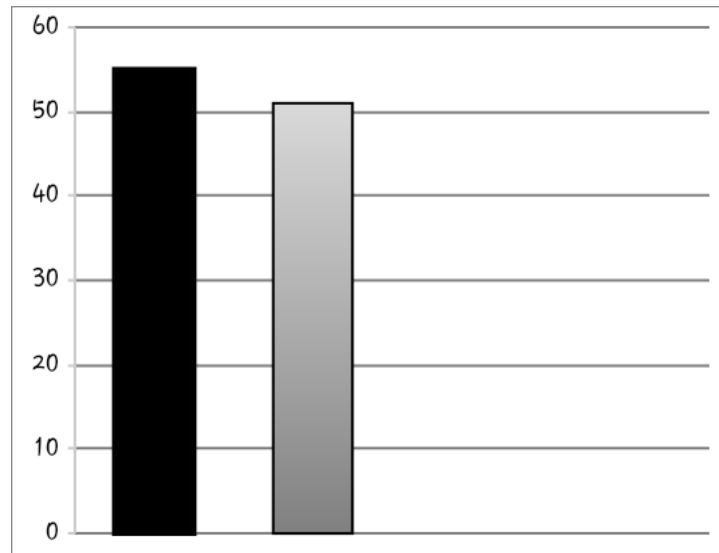
$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{51}{109} \times 100\%$$

$$P = 46,78\%$$

The comparison between the errors of natural science and social science students in using verb can be seen in chart below.

Pie Chart 4.3 Number of Errors in using verb



4) Errors in using adverb

From 133 grammatical errors, the students' of natural science made 2 errors in using adverb. Therefore, the frequency of errors in using adverb made by natural science students is:

$$P = \frac{n_1}{\sum N} \times 100\%$$

$$P = \frac{2}{133} \times 100\%$$

$$P = 1,50\%$$

Meanwhile, from 109 grammatical errors, the students' of social science made 1 error in using made adverb. Therefore, the frequency of errors in using adverb made by social science students is:

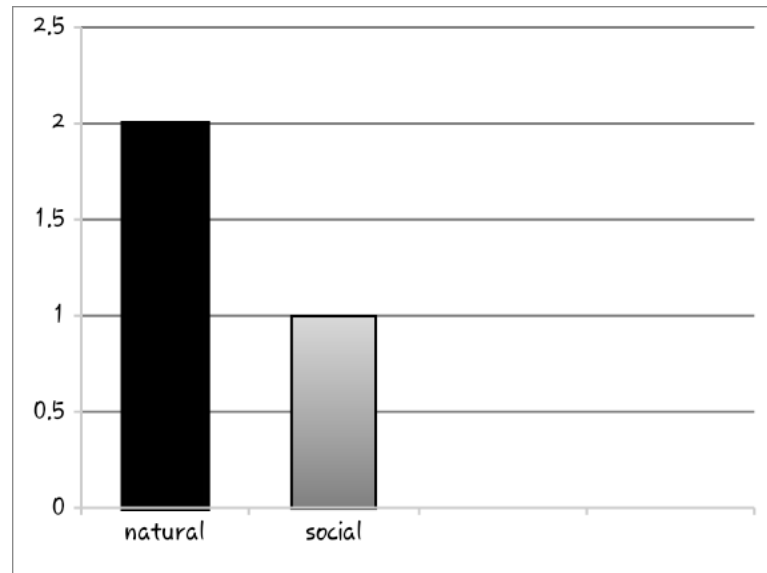
$$P = \frac{n_1}{\sum N} \times 100\%$$

$$P = \frac{1}{109} \times 100\%$$

$$P = -10,89\%$$

The comparison between the errors of natural science and social science students in using adverb can be seen in chart below.

Pie Chart 4.4 Number of Errors in Using Adverb



5) Errors in using adjective

From 133 grammatical errors, the students' of natural science made 6 errors in using adjective. Therefore, the frequency of errors in using adjective made by natural science students is:

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

$$P = \frac{6}{133} \times 100\%$$

$$P = 4,51\%$$

Meanwhile, from 109 grammatical errors, the students' of social science made 9 errors in using made adjective. Therefore, the frequency of errors in using adjective made by social science students is:

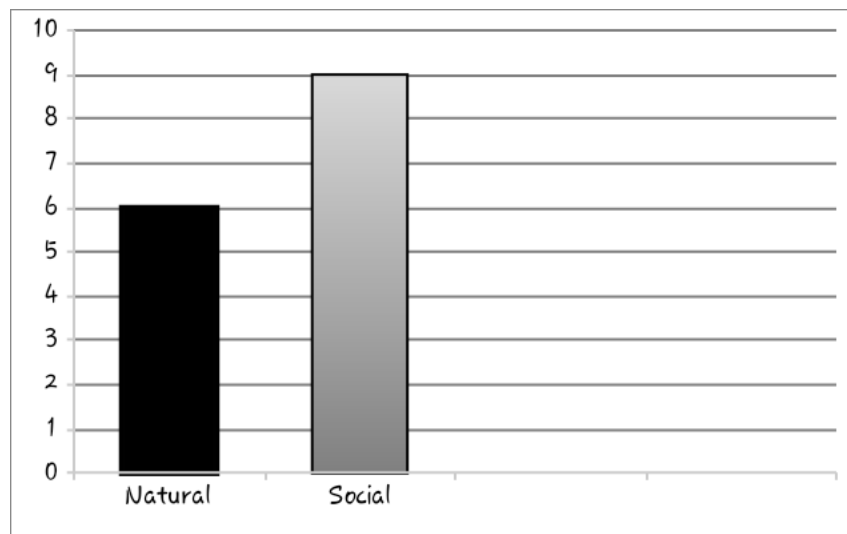
$$P = \frac{n1}{\Sigma N} \times 100\%$$

$$P = \frac{9}{109} \times 100\%$$

$$P = 8,25\%$$

The comparison between the errors of natural science and social science students in using adjective can be seen in chart below.

Pie Chart 4.5 Number of Errors in Using Adjective



6) Errors in using preposition

From 133 grammatical errors, the students' of natural science made 19 errors in using preposition. Therefore, the frequency of errors in using preposition made by natural science students is:

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

$$P = \frac{19}{133} \times 100\%$$

$$P = 14,28\%$$

Meanwhile, from 109 grammatical errors, the students' of social science made 16 errors in using made preposition. Therefore, the frequency of errors in using preposition made by social science students is:

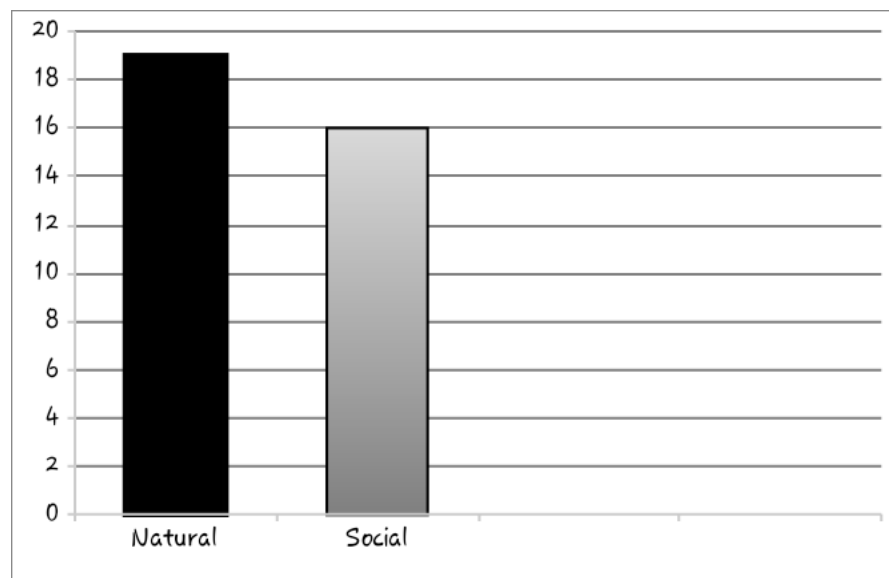
$$P = \frac{n1}{\sum N} \times 100\%$$

$$P = \frac{16}{109} \times 100\%$$

$$P = 17,43\%$$

The comparison between the errors of natural science and social science students in using preposition can be seen in chart below.

Pie Chart 4.6 Number of Errors in Using Preposition



C. DISCUSSION

From the explanation of the previous data analysis, the errors in noun, pronoun, verb, adverb and preposition. Which analyzed about grammatical errors, the errors verb commonly found that in changing the verb into regular (-d and ed)

and irregular verb which make the errors occur.

Related to the findings of this study about grammatical errors in writing text by Anggraeni (2013), shows that most of students also do errors of verb tenses also. The reason why they made errors are because they have not mastered the use of verb forms. And student's not really interesting learn about grammar

The natural science students are not always better than social science students. It can be seen from the average score of natural science class is 73, 8 while social science class is 78,6. So, natural science students dominat make errors than the social science studentsbecause the natural science students are less interest to the English subject, the are more intered to the chemistry, physics, snd mathematic, while the social science students make less errors because they interest to the english subject and they like it.

It can be concluded that the natural science students are not always good in writing text than social science students. This study has prove the perspective which has been made by the social is not always true, it can be seen well from the results that have been done the students.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

There are six grammatical errors, they are: noun, pronoun, verb, adverb, adjective, preposition. There are any different grammatical errors made between the students of Grade XI Natural Science and Social Science Students in writing Narrative. The dominant error was verb. The dominant error was Incomplete Application of Rules.

The Natural Science students are not always better than Social Science class students. It can be seen from the average score of natural science class is 73,8 while social science class is 78,6. In this case we can't say that the natural science students are good in writing text rather than social science students. This study has proved the perspective which has been made by the society is not always true, it can be seen well from the results that have been done by the students.

B. Suggestion

English teacher gives more explanation in grammar aspect especially about noun, pronoun, verb, adverb, adjective, and preposition. The students must study and practice English, especially in grammatical aspect.

REFERENCES

- Al-Hilali, Taqi-ud-Din Muhammad. *The Noble Qur'an In The English Language*, Islamic University Al-Madinah Al-Munawwarah
- Ariyanti.2016. *The Teaching of EFL Writing in Indonesia* Dinamika Ilmu Volume 16, 2,
- Ary, D. Jacobs, L.C & Razaevih, A. 2002. *Introduction to Research in Education. Sixth Edition*. United States of America: Wadsworth Group.
- Ayres, Lioness, 2008. *Narretive Texts*. New York: Routledge
- Azar, Schramper Betty. 1999. *Understanding and Using English Grammar*. White Plains, New York: Longman.
- Bambang, Yudi Cahyono, 2006, *Supporting Skills in Writing English Essay*, The Journal Of Education, Vol.4,
- Best and Khan.2006. *Research in Education* Chicago: University of Illinoid.
- Brown, Teaching by Principles 2001: *An Interactive Approach to Language Pedagogy*, San Francisco: Longman
- Cambridge Advanced Learner's Dictionary-3rd Edition
- Chaldler, 2005. *Writing English Language Test* New York: Longman
- Corder, S. P. 1973. *Introducing Applied Linguistics*. Cited in Byrne, D 1980. *English Teaching Perspectives*. London: Longman.
- Departemen Agama RI,2010. *Al-Qur'an* (CV). Raja Publishing Jakarta
- Departement Agama RI. 2005. *Al-qur'an & Terjemahan*, CV. Penerbit Jumanatul Ali-art Bandung.
- Departemen Pendidikan Nasional 2006. *Peraturan Menteri Pendidikan Nasional No. 23 Tahun 2006 Tentang Standar Kompetensi Lulusan Satuan Pendidikan Dasar dan Menengah*.
- Deshpande, Shubhada, 2014, *Teaching Writing Skills in English*, Internasional Journal of English Language Teaching, Vol.3,No.1,
- Dirgayasa.2014. *Academic Writing: a genre based aproach. First Published*, Medan: Unimed Press.

Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, 2010. *Introduction to Research in Education, eighth Edition*, Belmont: Wadsworth.

English Education Journal (EEJ) October 2016, 7(4), 416-432,

Fithriani, R. 2018. Communicative Game-Based Learning in EFL Grammar Class: Some Suggested Activities and Students' Perceptions. *Journal of English Educational and Linguistics Studies*.

Fithriani, R. 2018 Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*.

Fithriani, R. 2017. *Indonesia students' perceptions of written feedback in second language writing*. (Doctoral Dissertation), University of New Mexico

Gass. S.M., 2008. *Second Language Acquisition: An Introductory Course*. New Jersey: Lawrence Erlbaum Associates.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*, England: Pearson Education Limited.

Hourani, Taiseer, M, Y. 2008. *An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE*. Dubai: Institute of Education, British University.

Hyland. 2004. *Genre and Second-language academic writing*. Journal Cambridge 2004

Kurikulum 2013. 2012, Kementerian Pendidikan dan Kebudayaan

Nancy M. Kreml, et al. The User's Guide to College Writing: *Reading, Analyzing, and Writing*, (United States: Pearson Education, Inc, 2004), 2nd ed, p. 361.

Khansir, A. A. 2012. *Error Analysis and Second Language Acquisition*. Theory and Practice in Language Studies, Vol. 2, No. 5, pp 1027-1032. Finland: ACADEMY PUBLISHER.

Kreml. M, Nancy. 2004. The User's Guide to College Writing: *Reading, Analyzing, and Writing*, United States: Pearson Education.

Langan, Jhon. 2008. *Exploring Writing*, Postbus: McGraw Hill Higher Education

Mada, Ratu Dea & Eva Faachriyah, *Powder Method to Increase Writing Skill of Narrative Text for student Grade 2 in Technical Information*. 6 July 2017 International Journal of English and Education, Vol.6,

- Mansur.2008. *An Error Analysisi in Recount Writing on the Use of Simple Past Tense by the TenthYear Students at SMK PGRI 2 Tuban*. Unpublished Thesis. Tuban:Universityof PGRI Ronggolawe (Unirow) Tuban.
- Marguerite, et.al, 2006. *Methods in Educational Research: from Theory to Practice*, (San Francisco: Jasssey-Bass.
- Oshima, Alice.and Ann Hogne. 1991. *Writing Academic English*, (3rd edition), New York: Addison Wesley Longman.
- Pardiyono.2007. *Pasti Bisa: Teaching Genre Based Writing* Yogyakarta: Penebit Andi.
- Parera. Jos, Daniel.1993. *Menulis Tertib dan sistematis Edisi Kedua*. Jakarta: Erlangga
- Purpura, E. James. 2004. *Assesing Grammar*, United Kingdom: Cambridge University Press.
- Raymond, C. James 1980. *Writing* New York: Harper and Row Publisher.
- Richards, Jack, C. 2002. *A Non- Contrastive Approach to Error Analysis*. Presented at the TESOL Convention, San Fransico.
- Ritonga. A. R,2014 . *Improving Students' Achievement in Writing News Item Text by Using Video*. Medan: State University of Medan.
- Salkind.2010. *Encyclopedia of research Design Volume 1*. USA: SAGE Publications, Inc.
- Sembiring, Imanth Eka Putra. 2009. *The Differnce of Grammatical Error in Writing between Natural Science and Social Science Students* UNIMED.
- Tuckman, B. W. 1998. *Conducting Educational Research* (3rd Edition). Florida: Harcourt Brace Jovanovich Publishers.
- Ur, Penny. 1996. *A Course in Language Teaching*, Melbourne: Cambridge University Press.
- Wiersma, W. and Jurs, S. 2009. *Research Methods in Education*. United States: Pearson Education, Inc
- [World Bank and Education in Indonesia 30 october 2016"](#). *World Bank*. Retrieved
- Yudi Cahyono, Bambang, 2006, *Supporting Skills in Writing English Esay*, The Journal Of Education, Vol.4.

Zawahreh, F. A. S. 2012. *Applied Error Analysis of Written Production of English Essays of Tenth Grade Students in Ajloun Schools, Jordan*. Internasional Journal of Learning 7 Development, Vol. 2, No.2.

<http://www.belajaringgris.net/cerita-malin-kundang-versi-inggris1213.html>

<http://esl.fis.edu/grammar/rules/order.htm>

APPENDIX A

Th Result of Analysis Student's Work

WRITING TEST

AT MA LABORATORIUM UIN-SU

Subject : English Writing

Time Allocation : 60 minutes

Read the intruction for eleventh grade students

1. The topic about Cinderella
2. Write your name, class on the piece of peper
3. Write a narrative text that should be composed based on the generic structure and minimal 100 words

APPENDIX B**Students' Writing Score of Work**

a. Natural Science Students' Score MA Laboratorium UIN-SU Medan

No.	Students Initial Name	Score
1.	ARR	73,33333
2.	DA	92,15686
3.	FB	76.47059
4.	GS	80
5.	ISS	75
6.	MPH	84,21053
7.	MO	75
8.	MIF	73,33333
9.	NSL	50
10.	RJ	55,55556
11.	SA	75
12.	SS	63,63636
13.	VSA	66,66667
14.	YP	69,69697
15.	WLY	97,2973

b. Social Science Students' Score MA Laboratorium UIN-SU Medan

No	Students Initial Name	Score
1.	AMS	89,47368
2.	AR	81,81818
3.	APM	63,63636
4.	FAP	84,21053
5.	HMS	85,71429

6.	MA	77,77778
7.	NH	77,77778
8.	NR	80
9.	NSA	93,33333
10.	PRP	70
11.	PI	100
12.	RA	72,72727
13.	SM	66,66667
14.	SHW	72,72727
15.	WP	63,63636

APPENDIX C

The Result of Analysis Grammatical Errors

Table 4.1 Grammatical errors of natural science students

No	Students' Initial Name	N	Pro	V	Adv	Adj	Pre
1.	ARR	1	0	3	0	1	2
2.	DA	0	1	1	0	0	1
3.	FB	2	0	1	0	0	0
4.	GS	0	0	1	0	0	1
5.	ISS	2	0	1	0	0	0
6.	MPH	0	0	1	1	0	0
7.	MO	1	0	3	0	1	3
8.	MIF	4	1	4	1	0	3
9.	NSL	3	0	1	0	0	0
10.	RJ	1	1	9	0	0	2
11.	SA	2	0	3	0	1	0

12.	SS	5	3	4	0	0	0
13.	VSA	5	16	18	0	2	4
14.	YP	0	3	5	0	1	2
15.	WLY	0	0	0	0	0	1
	TOTAL	26	25	55	2	6	19
	Total Errors	133					

Table. 4.2 Grammatical errors of social science students

No	Students' Initial Name	N	Pro	V	Adv	Adj	Pre
1.	AMS	0	0	1	1	0	0
2.	AR	0	1	0	0	0	1
3.	APM	2	1	12	0	4	4
4.	FAP	8	3	8	0	3	2
5.	HMS	2	0	0	0	0	1
6.	MA	0	0	0	0	0	2
7.	NH	0	0	6	0	1	2
8.	NR	1	0	1	0	0	0
9.	NSA	0	0	0	0	0	1
10.	PRP	3	0	2	0	0	0
11.	PI	0	0	0	0	0	0
12.	RA	1	0	0	0	0	1
13.	SM	0	1	2	0	0	0
14.	SHW	0	0	8	0	1	1
15.	WP	1	8	11	0	0	1
	TOTAL	18	14	51	1	9	16
	Total Errors	109					

APPENDIX D

Documentation







BIOGRAPHY

The writer's name is Indah Ratih Pertiwi. She was born on June 3rd 1997 in Hti Trans Bagan Toreh, North Sumatra. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Ratih. She is the first daughter of Mr. Syawaluddin Simamora and Mrs. Ernawati. She has a young brother his name Ilham Fajar Kurniawan

Her formal education started from 2003-2009 in primary school, SD Negeri 115473Tanjung Pasir, North Sumatra. Then from 2009-2012 she continued her education in SMP Negeri 3 Tanjung Pasir, North Sumatra. After that, she finished Senior High School in SMA Negeri 1 Kualuh Selatan, from

2012-2015. Then, in 2015-2019, she graduated from English Education Department of State Islamic University of North Sumatra.

Medan, June 2019

The Writer,

Indah Ratih Pertiwi

Nim. 34153088

FORMULIR CALON WISUDAWAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA

I	DATA DIRI LULUSAN		
	1	NAMA LENGKAP	INDAH RATIH PERTIWI
	2	NIM	34153088
	3	TEMPAT LAHIR	Hti Trans BaganToreh
	4	TANGGAL LAHIR	03 Juni 1997
	5	JENIS KELAMIN	PEREMPUAN
	6	ASAL NEGARA	INDONESIA
II	DATA LULUSAN		

	1	ASAL PENDIDIKAN SEBELUM NYA	SMA N.1 KUALUH SELATAN
	2	JENJANG PENDIDIKAN	STRATA – 1
	3	JURUSAN	PENDIDIKAN BAHASA INGGRIS
	4	JUMLAH SKS YANG DISELESAIKAN	140
	5	JUMLAH SEMESTER YANG DISELESAIKAN	7
	6	IPK	3,32
II	INFORMASI ORANG TUA LULUSAN		
I	1	PENGHASILAN ORANG TUA	
		AYAH	5.000.000
		IBU	-
	2	PENDIDIKAN ORANG TUA	
		AYAH	S1
		IBU	SMEA
I	INFORMASI SETELAH LULUS		
V	1	STATUS SETELAH LULUS	-
	2	JENIS PEKERJAAN SETELAH LULUS	-
	3	STATUS DOMIDILI SETELAH LULUS	-
V	SERTIFIKAT KOMPETENSI YANG DIMILIKI		
	1	SERTIFIKAT KEAHLIAN BAHASA INGGRIS	TOEFL
	2	SERTIFIKAT KEAHLIAN BAHASA	-

		ARAB	
--	--	------	--

Then he gave her a pair of pretty glass slippers. "Now, Cinderella", she said, you have to go before midnight. Then he drove away a ~~beautif~~ wonderful coach. Cinderella had a marvelous time either. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass slippers fell down. A few days later, the prince declared that he would marry the girl whose feet fitted the glass slipper. Stepsister tried on shoes but it was too small for them, no matter how hard they squeezed their toes into it.

In the end, the king let Cinderella try the shoes. He stretched his legs and ~~to~~ slipped the shoes. It fitted perfectly. Finally, he was ushered into a magnificent and high palace. Young kings were glad to see him again. They marry and live happily ever after.

Mika, Octavry
 XI - ~~100~~
 Narrative text

Cinderella

Once upon a time, there was a girl named Cinderella. She lived with her bad stepmother and two step-sisters. They all hate Cinderella and always told Cinderella to do all the household chores.

One day, the king invited all the ladies in the kingdom to go to a ball in the place. He wanted to find the crown Prince a wife.

(X) The step-sisters went to the ball with their mother that night. Cinderella was left alone. She cried 'cause she actually wanted to attend the ball but she couldn't. Suddenly, then a fairy godmother came. With her magic wand she changed Cinderella to be a really, really pretty girl with the beautiful glass slippers. Then Cinderella went to the ball with one condition, that she had to go home before midnight.

At the ball, Cinderella danced with ~~the~~ prince and the Prince fell in love with her.

In the midnight, Cinderella ^{ran} home. Unfortunately one of her glass slippers slipped off at the door. She ~~did not~~ have a time to put it back. The prince was so sad, he couldn't find Cinderella again that night.

Nama : Isnaini Sahara Sef
Kls : XII IPA

Sabtu 11 Mei 2019

Cinderella

Once upon a time there was a girl called Cinderella. Cinderella is lived happily with her Mother and father until her mother died. feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father ^{think} dies and she lived only with her stepmother and stepsisters. They were very bossy. she had to do all the housework.

One day an invitation to the ball ^{come} to the family. The king invited for all the eligible ladies in the kingdom so as to find prince a wife. Her stepsisters would not let her go. Cinderella was sad, the stepsister went to the ball without her.

fortunately, the fairy godmother came and helped her to get to the ball with the wave of magic wand, helped prepared Cinderella for the ball. The fairy does warn her that is magic will end at a stroke of midnight. so she must leave

the hall before than
 at the hall all people surprised when
 cinderella arrived. and the prince
 invited cinderella to dance. he fell in
 love with her. all of a sudden, the
 clock star to chime that is a midnight.
 he orders the messenger to brought
 forth the glass slipper. yet the
 step mother in a last minute attempt
 to prevent her step daughter from better
 things, cause the messenger to trip, thus
 broken the fragile shoe into pieces. yet the arrogant
 woman hadn't betted on cinderella produced
 the other glass ^{slipper} which fits
 onto cinderella foot perfectly very soon.
 wedding bell ring and cinderella ^{lived}
 married her prince and they live
 happily ever after.

Nanda Syakira Ihs
XI IPA

Cinderella.

One day, there was a girl named cinderella. She had been left by her mother forever.

~~She~~ ^{lived} ~~to live~~ with a biological father and a stepmother who has one daughter.

Not long after, they married the father. But after a few years, a very tragic accident.

he was very sad to be left by his parents.

After weeks, after his father passed away.

he continued to parent his deep sorrow.

but her stepmother was very abusive and hate seeing her sleep crying. etc.

One day, the prince invited a cinderella family to come to a birthday and look for a partner. When that night, they prepared to go to the event. It turns out that

cinderella is not dedicated by her stepmother. He cried because he couldn't meet the prince.

Suddenly, come a ^{fairy} ^{godmother} who gave her clothes and glass shoes to go to the event. but

cinderella may not forget on the shows ^{show}

at 12 o'clock, at night he had to go home.

He remembered the prince was very impressed to see her because he was a beautiful girl of all the

other girls. After that the prince approached and danced with her. They were cinderella

and danced until the morning. They were cinderella

did not see the time passed.
he ran out, his shoes left on the stairs.
He could no longer take his shoes
because it was already past 12 o'clock.
Then the prince looks for the person he
loves. Finally the prince and Cinderella meet
and marry a happy life.

Aurora Putri Mawira

X1-1A

Cinderella

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two step sisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow ~~him~~^{her} to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress her mother and her sisters went to a party and left Cinderella alone as she felt very sad and cried. Between her tears, suddenly a fairy god mother appeared and said "do not cry. I can send you to the ball now! But she kept crying and looked so sad. She said, "I do not have a dress to wear in the ball." The fairy god mother of course would not be worry and waved the wand to transform the Cinderella's old clothes into the new dress which was very beautiful. Furthermore, that fairy god mother touched Cinderella's foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, "Wow, thank you, but how I could go to the ball?". Fairy god mother then went into the kitchen and saw four rats. She turned it

into golden four horses and into a beautiful buggy. Before ^{leaving} home, the Fairy Godmother said, "Cinderella, you have to go home at middle of the night, because this magic will work only until midnight."

When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, "Do you want to dance?" And she said, "Yes, I want to dance with you." Prince and Cinderella dance during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. "I must go!", said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

Cont.

Cinderella arrived home a few minutes later. When she arrived the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful woman who danced with the prince. They were very curious about the

identity of the woman who suddenly appeared.

In the palace, prince kept thinking about Cinderella and he fell in love. prince wanted to find out the identity of the girl, but he even did not know her name. prince has only found the glass slipper, and he said, "I will find her, and I will marry the woman whose foot fits into this glass slipper".

In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her step mother prevented and forbidden her. However, the prince said, "let her try". When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.

Nama: Nadila Ramadhany.

Kelas: XI - IPS.

Pelajaran: B. Inggris.

The Narrative Text Cinderella.

Once upon a time, in a village there lived a beautiful girl named Cinderella with her wicked stepmother and two step sisters. She worked hard all day, they all went to a ball in the ~~prince~~ palace, leaving Cinderella. Cinderella was feeling sad. Suddenly there was a burst of light and the fairy mother appeared.

With a flick of the magic she turned Cinderella into a beautiful Princess with glass slippers and a horse carriage appeared at the door. The fairy godmother warned Cinderella to return before midnight. When Cinderella arrived at the ball, the Prince saw her and fell in love with her.

They danced together all night as the clock struck twelve, Cinderella rushed out to her carriage leaving one of her slippers behind.

The Prince went to every house in the town with the slipper until he found Cinderella. The Prince and Cinderella lived happily ever after.

Putri Anggi Rhamadani
XI - IPA.

Cinderella.

Once upon a time there lived a beautiful young girl named cinderella. She lived with her step mother and 2 step sisters. Her mother and sister were arrogant and had bad temper. They treated cinderella very badly, the step mother made cinderella do the hardest job in the house, such as mopping the floor, cleaning the pot and pan and preparing food for the family. Her step sister did not work on the house. Their mother gave them many beautiful dresses to wear.

One day, two step sisters received an invitation to the ball. The king would choose a girl to be the wife of his prince.

They were excited about this and spent so much time choosing the dresses they would wear. Finally, the ball came, and the sisters went to the ball. Cinderella was crying after they left. "Why are crying, cinderella?" the voice asked. She looked up and saw her fairy godmother standing beside her. "because I wanted to go the ball" Cinderella answered. Well godmother said, "You are a beautiful, cheerful, hardworking, and uncomplaining girl. I will bring you go to the ball. Magically, fairy godmother turned a pumpkin into a coach and mice into two smooth coachmen and footmen. Her godmother tapped Cinderella's dress with her wand, and it became a beautiful ball gown.