GRAMMATICAL ERRORS IN THE TENTH GRADE STUDENTS’ NARRATIVE WRITING

A THESIS

By

Indah Noor Aini
NRP. 8212708018

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2014
GRAMMATICAL ERRORS IN THE TENTH GRADE STUDENTS’ NARRATIVE WRITING

A THESIS

Presented to Widya Mandala Catholic University Surabaya
In Partial Fulfillment of the Requirements for
the Degree of
Master in Teaching English as a Foreign Language

By
Indah Noor Aini
NRP. 8212708018

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2014
ADVISOR'S APPROVAL

This thesis entitled "Grammatical Errors in The Tenth Grade Students' Narrative Writing" prepared and submitted by Indah Noor Aini, NRP. 8212706018, has been approved to be examined by the Thesis Board of Examiners.

[Signature]
Dr. Ignatius Harjanto
Thesis Advisor
THESIS EXAMINATOR BOARD’S APPROVAL

This thesis entitled “Grammatical Errors in The Tenth Grade Students’ Narrative Writing” prepared and submitted by Indah Noor Aini, NRP. 8212708018, has been approved to be examined by the Thesis Board of Examiners.

Prof. Dr. Agustinus Ngadiman
Chair

Dr. Hadijah Harjanto
Secretary

Dr. V. Laluk Priyambodo
Member

Prof. Antis Liu, Ed. D
Director
STATEMENT OF AUTHENCITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 14 Juli 2014

Indah Noor Aini
8212708018
ACKNOWLEDGEMENTS

First of all I would like to thank God in the name of Jesus Christ, Who has been guiding the writer to complete the study by His love, blessing, and favor.

The writer would also like to express her gratitude to the following people who helped her in conducting the research and finishing this thesis writing.

Secondly the writer would like to thank to Dr. Ignatius Harjanto, her thesis advisor and also the Head of English Education Department, who has given a great deal of contribution in terms of time, energy, intellectual resources, insight, and favor, to the development and refinement of this thesis. His expert guidance and patience throughout this thesis writing is much appreciated.

Thirdly, the writer’s thank also go to Prof. Anita Lie, The Director of Widya Mandala Graduate School, who always gives support and courage for the making this thesis may appear as it is.

Fourthly, her thanks are also extended to Prof. Dr. A. Ngadiman, and Dr. luluk Priambodo, her examiners, for their input, guidance and advice since the making of thesis proposal.

Fifthly, her thanks are also extended to the Principal of St Louis Catholic High School, Drs. Canisius Sigit Tridianto, M Hum, CM, who has greatly supported her in terms of favor, time, and facilities for making the thesis appear as it is.

Sixthly, the writer’s thank also go to Mrs. V. Marie Prihatini, the English teacher of St Louis Catholic High School, for giving time to the writer to do the research in her class.

Seventhly, the writer’s thank also go to Mrs. Dyah Rochmawati M. Pd, who guided the writer to finish this thesis. Her specialized knowledge has really been a great assistance to the writer.
Finally the writer would also like to extend her special gratitude and warmest appreciation to all her family, relatives, and also friends, especially her lovely mother, Mrs. Oemi Fatimah, who has given support, time and prayer during the process of writing this thesis.

Indah Noor Aini
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Inside Cover</th>
<th>Approval Sheet</th>
<th>Abstract</th>
<th>Acknowledgements</th>
<th>Table of Content</th>
<th>List of Abbreviation</th>
<th>List of Tables</th>
<th>List of Figures</th>
<th>List of Appendices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Chapter 1: Introduction
- Background of the Study .............................................. 1
- Research Questions .................................................. 4
- Purpose of the Study ................................................ 4
- Scope and Limitation of the Study ................................ 4
- Theoretical Framework ................................................. 4
- Definition of the Key Terms ........................................ 6
- Significance of the Study ........................................... 6
- Assumptions ............................................................ 7

## Chapter 2: Literature Review
- The Nature of Writing ................................................. 8
- What to Write .......................................................... 10
- How to Write .......................................................... 12
- Narrative Writing ...................................................... 13
- Contrastive Analysis ................................................ 17
- Interlanguage Theory ................................................ 19
- Error Analysis ....................................................... 21
- Taxonomy of Errors .................................................. 23
- Grammatical Errors ................................................... 27
- Sources or Causes of Errors ........................................ 32
- Previous Related Research ......................................... 33

## Chapter 3: Research Methodology
- Research Design ........................................................ 37
- Subjects of the Study ................................................. 38
- Source of the Data and Data ......................................... 38
- Research Instrument .................................................. 38
- Data Collection ........................................................ 39
- Data Analysis ........................................................... 39

## Chapter 4: Result and Discussion
- Types of the Grammatical Errors ................................... 43
- Sources of the Grammatical Errors ................................. 52
Chapter 5: Conclusion and Suggestion

Conclusion ........................................................................................................ 60
Suggestion ........................................................................................................ 61
Recommendations for Further Research ......................................................... 62

References ........................................................................................................ 64

Appendices ........................................................................................................ 68
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>Contrastive Analysis</td>
</tr>
<tr>
<td>EA</td>
<td>Error Analysis</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>LAD</td>
<td>Language Acquisition Device</td>
</tr>
<tr>
<td>L1</td>
<td>First Language</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
</tr>
<tr>
<td>TL</td>
<td>Target Language</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Grammatical Error Types Found in the Students’ Descriptive Essays</td>
<td>40</td>
</tr>
<tr>
<td>3.2</td>
<td>Sources of Students’ Grammatical Errors</td>
<td>41</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Figure 2.1 Elements of Effective Writing</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Figure 2.2 The Generic Structure of Narrative Texts</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Figure 2.3 The Map of the Present Study</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Figure 3.1 The Research Design</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Grammatical Errors in Students’ Narrative Writing</td>
<td>68</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Sources of Students’ Grammatical Errors</td>
<td>81</td>
</tr>
</tbody>
</table>
ABSTRACT

Aini, Theresia Indah Noor. 2014. Grammatical Errors in the Tenth Grade Students’ Narrative Writing. Master Program in Teaching English as a Foreign Language, Widya Mandala Catholic University, Surabaya. Supervisor: Dr. Ignatius Harjanto

Keywords: grammatical errors, students’ narrative composition

The process of learning English as a foreign language is inevitably a process of making errors due to the interference of learners’ native language and difficulties in learning English. The present study aimed at examining the students’ grammatical errors in their narrative essays and their sources or causes of errors.

The study employed a descriptive qualitative research method with a case study design. 84 tenth-grade students of SMA X Surabaya in the 2012-2013 school year participated in this study. The source of data of this research included 84 copies of the students’ narrative essays written in English. The data were the grammatically incorrect sentences. The instrument used for data collection of this study is a narrative writing assignment. The collected data were then analyzed to discover the error types, their frequency of occurrence, and then their sources.

The results showed that the grammatical errors which the students made in their personal narrative essays included errors in (a) verb form or tense, 50%, (b) shift in tense, 15%, (c) plurality of nouns, 7%, (d) articles, 7%, (e) adjectives or adverbs, 6%, (f) prepositions, 6%, (g) sentence construction, 4%, (h) subject-verb agreement, 3%, (i) possessive pronoun and contraction, 1%, (j) sentence coordination, 7%, (k) fused sentence, 2%, and (l), pronoun reference, 1%. The sources of the above-mentioned grammatical errors included (a) interference from the students’ native language, 15% (b) intralingual and developmental factors, 80% (c) communication strategies, 3%, and (d) context of learning, 2%. The errors caused by interference from the students’ L1 included errors in phonology/orthography (1%), morphology (1%), grammar (7.5%), lexico-semantic (4.5%) and style (1%). The errors were also attributed by interlingual or developmental factors, such as overgeneralization (3%), ignorance of rule restrictions (26), false analogy (1%), hyperextension (1%), hypercorrection (44%), and faulty categorization (5%). The communication strategies causing the errors included paraphrasing (7%), substitution (.8%), words coinage (.7%), and language switch (.8%). The last source was context of learning which was caused by caused by the teacher, teaching materials, or the order of presentation.

The errors show that actually the students still have problems on grammar. Therefore, the students should learn more and the teachers should develop more material and teaching technique. And the teachers should also stress the comparison between Bahasa Indonesia as their first language and English as their second language.