

**AN ANALYSIS OF GRAMMATICAL ERRORS IN NARRATIVE WRITING  
USING SURFACE STRATEGY TAXONOMY MADE BY THE FIRST YEAR  
STUDENTS OF SMAN 9 PALEMBANG**

**A Thesis by**

**DWI FAJRI**

**06111001041**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2015**

**AN ANALYSIS OF GRAMMATICAL ERRORS IN NARRATIVE WRITING  
USING SURFACE STRATEGY TAXONOMY MADE BY THE FIRST YEAR  
STUDENTS OF SMAN 9 PALEMBANG**

**A Thesis by**

**DWI FAJRI**

**06111001041**

**English Education Study Program**

**Language and Arts Education Department**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

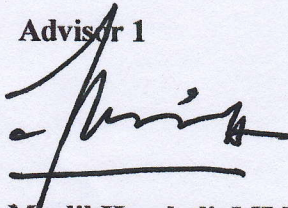
**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2015**

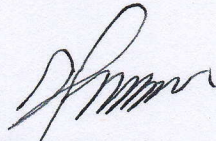
**Approved by**

**Advisor 1**



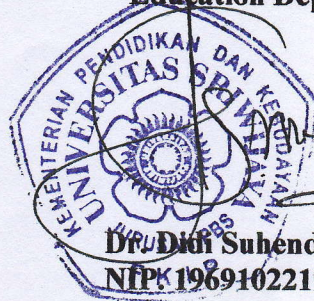
**Drs. Muslih Hambali, MLIS.  
NIP. 195504131954031001**

**Advisor 2**



**Hariswan Putra jaya, S.Pd., M.Pd  
NIP. 197408022002121001**

**Certified by,  
Head of Language and Arts  
Education Department**



**Dr. Didi Suhendi, S.Pd., M. Hum.  
NIP. 196910221994031001**

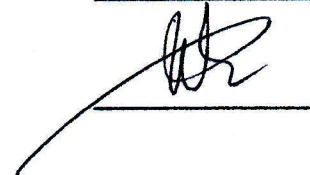
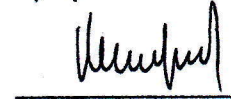
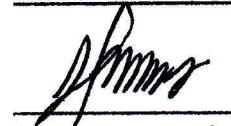
**This thesis was defended by the writer in final program examination and was approved by the examination committee on:**

**Day : Thursday**

**Date : July 7<sup>th</sup>, 2015**

**EXAMINATION COMMITTEE APPROVAL:**

- 1. Chair Person : Drs. Muslih Hambali, MLIS**
- 2. Secretary : Hariswan Putera Jaya, S.Pd., M.Pd**
- 3. Member : Dr. Rita Inderawati, M.Pd**
- 4. Member : Erlina, S.Pd., M.Pd., M.Ed.**



**Indralaya, July 7<sup>th</sup>, 2015**

**Certified by,**

**The Head of English Education Study Program**



**Hariswan Putera Jaya, S.Pd., M.Pd.**

**NIP 197408022002121001**

## **DEDICATED**

***This thesis is dedicated to:***

- ✓ ***Allah SWT for making me to be the luckiest girl in the world.***
- ✓ ***My beloved mother who always supports and accepts me unconditionally no matter who I am. Then, thanks to my dad, sister (Yuli sartika) and brother (M. Ciliuba) who always cheer me up! Thanks for your love, support, pray and of course money.***
- ✓ ***My best advisors, Drs. Muslik Hambali, M.L.S and Hariswan Putra Jaya, S.Pd., M.Pd. I thank you so much for guiding me to finish this thesis and to all of the lecturers, thank you from the moon to the earth!***
- ✓ ***My best friends Seespa 2011 Family, Eonni, Zahara, Anggun, Ocah, Ebi, Ririn D, Ota, Jca, Mizrah, Dita, Irwin, Mutakin, Agung, Resti, Yuk lens, Tella, Ririn Ar, Kak Ros, mbak jane, Ayik, bang yo, dll, thank you the supports!!***
- ✓ ***MR. R***
- ✓ ***My future partner***

***Hard work and Pray! let Allah do the rest***

## DECLARATION

I, the undersigned,

Name : DWI FAJRI

Student's Number : 06111001041

Study Program : English Education

Certify that the thesis entitled "An Analysis of Grammatical Errors in Narrative Writing Using Surface Strategy Taxonomy Made by The First Year Students of SMA Negeri 9 Palembang" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, July 2015

The Undersigned



DWI FAJRI

06111001041

## ACKNOWLEDGEMENT

This thesis was written to fulfill one of the requirements to accomplish S1 degree at the English Education Study Program, Language and Art Education Department, Faculty of Teacher Training and Education, Sriwijaya University. This thesis was written based on the research conducted on April 2015 at SMA Negeri 9 Palembang.

The writer would like to express her great gratitude to her advisors, Drs. Muslih Hambali, MLIS and Hariswan Putra Jaya, S.Pd., M.Pd, for their encouragement, advices, guidance and patience during the process of writing this thesis.

The writer is also very grateful to the Dean of Teaching Training and Education Faculty and his staff members, the Head of Language and Art Education Study Program, and all of her lecturers for everything they have given during her study.

The writer would not forget to express her appreciation to the Head of SMA Negeri 9 Palembang and his staff members, the English teacher, and the students especially those who sit in tenth grade for their assistance and cooperation during the research.

Finally, the writer would like to say her respect and deepest love to her beloved parents, siblings, and friends for their help, support, pray, and togetherness.

Palembang, July 2015  
The writer,

DF

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT.....	i
TABLE OF CONTENTS.....	ii
ABSTRACT.....	iv
LIST OF TABLE.....	v
LIST OF PICTURES AND CHARTS.....	vi
LIST OF APPENDICES.....	vii
<b>I. INTRODUCTION.....</b>	<b>1</b>
1.1 The Background.....	1
1.2 The Problems of the Study.....	4
1.3 The Objectives of the Study.....	5
1.4 The Significance of the Study.....	5
<b>II. LITERATURE REVIEW.....</b>	<b>6</b>
2.1 The Concepts of Writing.....	6
2.2 Narrative Text and its Generic Structure.....	7
2.3 The Concepts of Grammar.....	9
2.4 Errors	
2.4.1 The Definition of Error and Error Analysis.....	10
2.4.2 Error Types Based on Linguistic Category.....	11
2.4.3 Analyzing the Errors based on Surface Strategy Taxonomy.....	14
2.5 Related Previous Studies.....	17
<b>III. METHODOLOGY.....</b>	<b>18</b>
3.1 Method of the Study.....	18
3.2 The Operational Definition of Variables.....	18
3.3 Population and Sample.....	19
3.3.1 Population of the Study.....	19
3.3.2 Sample of the study.....	19

3.4 Technique for Collecting the Data.....	20
3.5 Technique for Analyzing the Data.....	20
3.6 Procedures of Data Collection.....	22
<b>IV. FINDINGS AND INTERPRETATION.....</b>	<b>23</b>
4.1 Findings.....	23
4.2 Interpretations.....	27
<b>V. CONCLUSIONS AND SUGGESTION.....</b>	<b>31</b>
5.1 Conclusions.....	31
5.2 Suggestions.....	31
<b>REFERENCES.....</b>	<b>33</b>
<b>APPENDIXES.....</b>	<b>37</b>



**AN ANALYSIS OF GRAMMATICAL ERRORS IN NARRATIVE WRITING  
USING SURFACE STRATEGY TAXONOMY MADE BY THE FIRST YEAR  
STUDENTS OF SMAN 9 PALEMBANG**

---

**ABSTRACT**

The objectives of this study were to find out: (1) the type of grammatical errors made by the students of SMAN 9 Palembang in narrative writing based on surface strategy taxonomy, (2) the frequency and the percentage of grammatical errors made by the students of SMAN 9 Palembang based on surface strategy taxonomy, (3) the most grammatical errors made by the students of SMAN 9 Palembang based on surface strategy taxonomy. The sample of this study covered 47 out of 233 students of the first grade of SMAN 9 Palembang. In this study, the writer used a descriptive method. To collect the data, the writer used writing test. The data were identified, classified, and analyzed based on Dulay's Theory (surface strategy taxonomy). The result of this study showed that the total number of the errors made by the students was 324 error items. The errors of omission had the highest errors containing 160 items (49.4 %) out of 324 error items. The addition errors covered 63 items (19.3 %) out of 324 error items. The misformation errors covered 75 items (24.6 %) out of 324 error items, and the errors of misordering had the least errors containing only 18 items (5,5%) out of 324 error items.

*Key words: grammatical errors, surface strategy taxonomy, omission, addition, misformation, misordering*

---

A Thesis of English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University 2015.

Name : Dwi Fajri

Students' Number : 06111001041

Advisors : 1. Drs. Muslih Hambali, MLIS  
2. Hariswan Putra Jaya, S.P.d., M.P.d

## LIST OF TABLE

Table	Page
Table 1: A Sample of Linguistic Categories.....	12
Table 2: The Population of the Research.....	19
Table 3: The Sample of the Research.....	20
Table 4: The Type Common of Grammatical Errors.....	24
Table 5: The Data Distribution of Students' Errors in Omission, Addition, Misformation, Misordering.....	26

## LIST OF PICTURES AND CHARTS

Figure	Page
Figure 1: Percentage of the Subcategories.....	25
Figure 2: Percentage and Rank of Students' Errors.....	26

## LIST OF APPENDICES

Appendix	Page
Appendix A : The Quantitative Data of Students' Errors in Omission, Addition, Misformation, Misordering Error in their Narrative Writing.....	37
Appendix B : The Data of students' Error in Omission, Addition Misformation and Misordering Errors.....	41
Appendix C : Sample.....	43
Appendix D : Writing Test.....	45
Appendix E : Interview.....	46
Appendix F : Usul Judul Skripsi.....	48
Appendix G : Attendance List.....	49
Appendix H : SK Pembimbing.....	59
Appendix I : Surat Pengantar Izin Penelitian dari FKIP UNSRI.....	60
Appendix J : Surat Izin Dari Diknas.....	61
Appendix K : Surat keterangan telah melakukan penelitian di SMAN 9 Palembang.....	62
Appendix L : Picture during the research.....	63
Appendix M : Thesis Consultation Card.....	64
Appendix N : Students' Writing Test.....	67

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

#### **1.1 Background**

Writing is an excellent medium of communication. Through writing, people are able to convey their feelings, ideas, and announcements to others. In line with that, Sharples (1999, p.8) says that writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text.

Based on 2013 curriculum, there are four skills that should be taught by teachers: speaking, listening, reading and writing. In practice, writing is learned after listening, speaking and reading, but this does not state that learning writing is not important. In fact, writing is a very important skill and it is also difficult subject to be learned by students. Students need practice a lot to make a good writing. In line with this Oshima and Hogue (2006, p.3) say that particularly academic writing is not easy. It takes study and practice to develop this skill. For both native and new learners of English, it is important to note that writing is a process, not a “product”. Harmer (2004, p.86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Moreover, Boardman (2002, p.11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.

The 2013 curriculum syllabus of the first year student of senior high schools requires students to be able to write some kind of types of text in writing. They are narrative, recount, and descriptive. Based on Lee (2001, p.4) “Each text has distinctive generic structures and major grammatical pattern through which the social functions of the genre are realized in each text type”. One of the texts

that should be mastered in writing is narrative text. Anderson (1998, p.8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. A narrative will consist of a set of event recounted in process of narration in which the events are selected and arranged in particular order. In Indonesia, narrative is one of text that is difficult to be mastered by the students. Nugroho (2014, p.43) states that students are confused when they are asked to write narrative story because they do not know what and how to write. Nugroho (2014, p.44) also states that another problem is the structure of narrative text that has not been understood by the students. Wyse (2001, p. 6) says that Students write down their own ideas but they fail to relate them well. This might be caused by their unfamiliarity with the structure of narrative text. As a result, their works were not easy to comprehend and make it less interesting although actually their ideas were interesting enough to read. According to the syllabus of the first year students in SMAN 9 Palembang the students had learnt about Narrative text. Based on the interview between the teacher and the writer, Even though the students were difficult to arrange orderly story, the students was interested in narrative text because they enjoyed to write something imaginative especially fairy tales.

In learning something, errors can not be avoided. Since English is different from Bahasa Indonesia in its structure, phonology and lexical meaning, students often make many grammatical errors in the way of their writing. For example in bahasa Indonesia "*saya pergi ke rumah Romlah kemarin*" and Indonesian students will write into English "*I go to Romlah house yesterday*" instead of "*I went to Romlah's hause yesterday*". In Bahasa Indonesia when people talk about something in the past, the verb shouldn't be changed and there is no need put the possessive marker to show possession, whereas in English the form of verb should be changed and put the possessive marker to show possession. According to Hidayah (2013, p.1),

Many students often make errors especially in grammatical items, like subject-verb agreement, tenses, parts of speech and

vocabularies. Error analysis method has an important role to reveal the grammatical errors by categorizing them into omission, addition, misinformation and misordering. Factors that cause such problem such as lack of knowledge and competence of the English grammar influence of the mother tongue, loan words and lack of exposure of the English language.

The rules of grammar are to guide to make a good writing. Every language in the world has different rules for grammar and writing. They all have specific forms and the way words are arranged in a sentence, as well as punctuation usage, verb conjugation, and other important aspects of written language. According to Wyse (2001, p. 422), "Teaching grammar has negligible positive effects on improving secondary pupils' writing". Harmer (2001, p.22) declares that grammatical knowledge is very important for learners who want to have communicative competence.

Since mastering grammar is very difficult for Indonesian students, they often make many mistakes on the way of their writing. According to Nooshin, Behjat, Rostampour (2014, p. 235) factors that causes such problem can be from the different systems between the mother tongue and target language. Moreover, Indonesian students naturally translate from bahasa Indonesia into English by using the structure of their first language on their writing. As a result it will lead them to produce many errors. Therefore an error analysis has an important role to reveal what kinds of errors that the students do most. To analyze students' grammatical errors the writer used Dulay's theory (1982) that is surface strategy taxonomy. Dulay, Burt, and Krashen (1982, p. 150) say "A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, they may misform items or misorder them." According related previous study that was made by Sripurwanti, students made 201 items of errors, which occurred in the students' sentences. They were analyzed based on the surface strategy taxonomy, it was found that 39 items or 39.4% errors were omission errors, 7.2% errors were addition errors, 39 items or 39.4% errors were malformation errors, and 14 items or 14.1% errors were

disordering errors. By using Dulay strategy, the writer would also divide the ways to analyze grammatical error into four groups that are omission errors, addition errors, misformation errors, and disorder errors and this theory would be supported by another Dulay's taxonomy that was error types based on Linguistic Category. Dulay et al (1982, p.146) say, "These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects." This taxonomy classifies the type of error into four categories. Those are phonology, syntax and morphology, semantic and lexicon, and discourse. However, in this study the writer only focused on syntax and morphology since syntax is the study of sentence how to form a sentence and morphology is the study of words how to form a word in a language, so they must be more focus on grammar than the other categories.

According to the interview between the writer and English teacher of SMAN 9 Palembang, students often made many errors in grammar on their writing; for example students often wrote "*I am went to school*" or "*Cinderella house was very big*" or "*everybody sit on their own chair*" or "*Rapunzel waiting her mother*". This is of course inappropriate since *to be* cannot be placed before the *verb* in past tense sentence, and to express possession in English we have to add apostrophe and followed by *s*. These kinds of grammatical errors were frequently made by the student because they did not understand the grammar well; therefore writer wanted to find out the grammatical errors that were made by first grade student of SMAN 9 Palembang. By knowing the students' errors which were obtained from the test of their narrative writing focus in their grammar, it could be seen what type of grammatical errors that were commonly made by the student.

### **1.1 The Problems of the Study**

The problems of this study were formulated in the following question:

1. What types of grammatical errors are made by the students in narrative writing based on surface strategy taxonomy?
2. What is the frequency and the percentage of grammatical errors in narrative writing based on surface strategy taxonomy?



3. What are the most grammatical errors that the students made based on surface strategy taxonomy?

### **1.2 The Objectives of the Study**

The objectives of this study were to find out:

1. Type of grammatical errors made by the students of SMAN 9 in narrative writing based on surface strategy taxonomy
2. The frequency and the percentage of grammatical errors made by the students of SMAN 9 Palembang based on surface strategy taxonomy
3. The most grammatical errors made by the students of SMAN 9 Palembang based on surface strategy taxonomy.

### **1.3 The Significance of the Study**

The result of the study was expected to give some contributions not only for students but also for teacher. First, students of SMAN 9 Palembang may be aware of the grammatical errors in writing and improve students' interest and motivate them to use good grammar, therefore, they may not make errors when they were writing. In addition, by realizing to have a good grammar was very useful for them to be accustomed to making academic writing correctly. Second, teachers of English might develop their teaching method and motivated them to be more careful with grammatical

errors when they wrote. The last is hopefully this study would be useful for the readers who needed the information related to the topic of this research. Finally, for the writer herself, she could gain her knowledge about the topic of this research.

## REFERENCES

- Abdul R.M., Goh L.L., & Wan R.E. (2004). English errors and Chinese learners. *Sunway College Journal*, 1 (9), 83–97. Retrieved from: <http://www.sunway.edu.my/others/vol1/rashid.pdf>
- Anderson, M. (1998). *Text type in English 3*. Sydney, AUS: Mackmillan.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktek*. Jakarta: Rineka Cipta.
- Axelrod, Rise, B., & Charles, R. C. (2006). *The st. Martin's guide to writing* (9th ed). Boston, MA: St Martin's press, Inc.
- Avraamidou, L., & Osborne, J. (2009). The role of narrative in communicating science. *International Journal of Science*, 31 (12), 1683-1707.
- Azar, B. S. (2003). *Understanding and using English grammar*. Sacramento, CA: Prentice hall, Inc.
- Best, J, W. (1981). *Research and education* (10th ed). New Jersey, NJ: Prentice Hall. Inc.
- Brindley, S. (1993). *Teaching English*. London, UK: The Open University.
- Boardman, C. A. (2002). *Writing to communicate (paragraph and essay)*. NewYork, NY : Longman.
- Brown, H. D. (2007). *Principle of language learning and teaching* (5th ed). New York, NY: Pearson Education Inc.
- Canavan, P. J. (1969). *Paragraph and short theme*. Lexington : D.C Heath and Company Inc.
- Charles, W. B., & Ronald, F. Lunsford. (2008). *Writing: Discovering form and meaning* (4th ed). Sacramento, CA: Wads Worth Publishing Company Inc.
- Corder, S. P. (1981). *Error analysis and interlanguage*. London, UK: Oxford University Press.
- Creswell, J. W. (2005). *Eductional research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed). Upper Saddle River, NJ: Merrill/ Prentice Hall.

- Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. New York, NY: Oxford University Press.
- Ellis, R. (2000). *Understanding language acquisition*. London, UK: Oxford University Press.
- Feez, S., & Joyce, H. S. (2004). *Developing writing skills*. Brisbane, AUS: Phoenix Education.
- Harmer, J. (2001). *The practice of language and teaching*. New York, NY: Pearson Education Limited, Inc
- Harmer, J. (2004). *How to teach writing*. New York, NY: Longman.
- Hartati, S.W. (2013). *An Analysis of students' error in writing recount text at the first grade of SMA Yanuris Ciranjang*. ( Published Undergraduate Thesis). University of Padjajaran
- Hidayah, A. T. (2013). Error analysis on the use of the simple tense and the simple past tense in writing essays among TESL college students. *International Journal of Education and Research*, 1(12), 1-12.
- Hornby, A. S. (2010). *Oxford advanced learner's dictionary of current*. London, UK: Oxford University Press.
- James, C. (1998). *Errors in language learning and use*. Essex: England
- Lee, D. (2001). Genres, registers, text types, domains, and styles: Clarifying the concepts and navigating a path through the BNC jungle. *Language Learning & Technology*, 5 (3), 44-56.
- Manokaran, J., Ramalingam, Chithra., & Adriana, Karen. (2013). A corpus-based study on the use of past tense auxiliary verb 'be' in argumentative essay of Malaysian ESL learners. *Englih Language Teaching*, 10 (6), 111-119.
- McMillan, J. H.(1996). *Educational Research: Fundamental for the consumers* (2nd ed). New York, NY: Harper Collins Publisher.
- Meyers, A. (2005). *Gateways to academic writing: Effective sentences paragraph and Essay*. New York, NY: Longman.

- Neo, E. (2005). *Narrative for 'O' level*. Boston, MA: Longman.
- Nooshin, F., Behjat, F., & Rostampour, M. (2014). The relationship between L1 grammar and L2 writing for iranian male students at high school level. *International Journal of Language Learning and Applied Linguistics World(IJLLALW)*, 6 (3), 230-246.
- Nugroho, T. M. (2014). The use of kungfu panda film serials to enhance students' ability in writing narrative text. *Journal of English Language Teaching*, 3 (1), 42-49.
- Oshima, A., & Hogue. (2006). *Writing academic English* (4th ed). Boston, MA: Addwason Wesley Publwashing Company.
- Richards, J.C. (1974). *Error analysis perspective on second language acquisition*. London, UK: Cambridge University Press.
- Raymond, J.C. (1990). *Writing is an unnatural act*. New York, NY: Harper & Row, Inc.
- Selinger, H. W., & Elana, S. (1990). *Eighth language research methods*. Oxford: Oxford University Press.
- Sharples, M. (1999). *How we write*. London, UK: Routledge
- Sripurwanti. (2013). *Descriptive analysis of grammatical error in writing descriptive essay among the 8<sup>th</sup> grade students in MTS Amal Sholeh Sumogawe in the academic 2012/2013*. ( Published undergraduate thesis). State Institute for Islamic Studies (STAIN).
- Wallen, N., E., & Frankel, J., R. (2000). *Educational research: A guide to the process* (2nd ed.). Mahwa, NJ: Lawrence Erlbaum Associates, Inc.
- Wee, R., Sim, J., & Jusoff, K. (2010). Verb-form errors in EAP Writing. *Educational Research and Review*, 5 (1), 16-23.
- Wiener H S (1981). *The writing room-A resource book for teachers of English*. Oxford, UK: Oxford University Press

Wyse, D. (2001). Grammar for writing: A critical review of empirical evidence.  
*British Journal of Educational Studies*, 49(4), 411–427.