

**AN ANALYSIS OF SYNTACTIC ERRORS IN WRITING
NARRATIVE TEXT BY THE STUDENTS OF SMA
AISYIYAH 1 PALEMBANG**

A Thesis by:

Dera Ebriliasmi Maharani

Student Number : 06011181823002

English Education Study Program

Language and Art Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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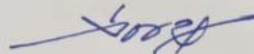
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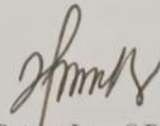
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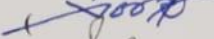
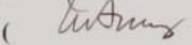
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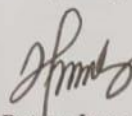
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DECLARATION

I, the undersigned,

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Student Number : 06011181823002

Study Program : English Education

Certify that the thesis entitled "*An Analysis of Syntactic Error in Writing Narrative Text by The Students of SMA Aisyiyah 1 Palembang*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, June 20th 2022



Undersigned,

Dera Ebriliasmi Maharani

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THESIS DEDICATION

This thesis is dedicated to:

- My beloved parents, Muhamad Ratu Rozali and Yuliani Dewi who always have faith, trust, and support in all my journeys. Thank you for being a supportive, caring, and loving family.
- My dear siblings, Muhammad Anugrah Utama and Aulia Permata Hati who always by my side, motivate me, and encourage me to complete my studies. Thank you for being a kind and caring siblings.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ، إِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship [will be] ease.

Indeed, with hardship [will be] ease.”

(QS. Al-Insyirah: 5-6)

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The writer would also like to express special thanks to her beloved parents and family for their continuous support and assistance during the research and writing of this thesis. The writer also wants to express her appreciation and gratitude to SEESPA 2018, seniors and juniors who have helped her in completing her thesis, giving suggestions/ideas, and motivating her. The also wants to express her gratitude to Syafaruddin, the one who has always loved and always been there for her ups and downs. And also, the author would like to thank to her idol Bangtan Sonyeondan or BTS, whose songs always accompany her when working on this thesis, and all the content that they have created, which is always something that can refresh and make her excited again.

Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for, for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more

ringht than wrong. And I wanna thank me for just being me at all times. Hopefully this thesis can be a useful intermediary for the teaching and learning process in schools and in the English Education Study Program.

Indralaya, June 20th 2022

The writer,

A handwritten signature in black ink, appearing to read 'Dera Ebriliasmi Maharani', written in a cursive style.

Dera Ebriliasmi Maharani

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AN ANALYSIS OF SYNTACTIC ERRORS IN WRITING NARRATIVE TEXT BY THE STUDENTS OF SMA AISYIYAH 1 PALEMBANG

ABSTRACT

The objectives were to identify syntactical error and the most common errors committed by students at SMA Aisyiyah 1 Palembang. The samples were the first-grade students at SMA Aisyiyah 1 Palembang. A total of 69 students from two classes, X IPA and X IPS participated in this study. The data were collected by using test. The students were handed a writing assessment sheet, and the test was delivered once in 40 minutes. The written test was assessed using descriptive analysis, and the student's writing was analyzed using err The finding showed that misordering error had the highest total score of 33,33%, omission error received 30% , misinformation error received 26,66%, and addition error received the lowest score of 10%. it was also found that students are still impacted by their habits while creating phrases in their native language (Indonesian). Students are also unfamiliar with other languages, which are rarely used in their everyday lives, making it difficult for them to compose decent and proper phrases or words. Particularly in the usage of tenses. The majority of the students submitted incomplete and illegible phrases.

Keywords: *Syntactical errors, Writing, Narrative Text*

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CHAPTER I

INTRODUCTION

This chapter introduces (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 of the Study

One of the most crucial skills in learning English is writing. Listening, reading, writing, and speaking are the four abilities required to learn English as a foreign language (Jaya, 2020). Writing is classified as an active or productive talent in which students must generate written content due to their learning rather than simply comprehending the process. It makes mastering this talent highly challenging for learners. Agreeing to Brown in Husna (2013), composing could be a considering action since composing is the method of putting thoughts down on paper to alter them into words and allow them shape and coherence. Based on Harmer (2007), writing allows for more "thinking time" than trying to have a spontaneous dialogue. It is well recognized that students need have a strong knowledge of text structure, concept, linguistic aspects, and practice to represent a discourse or idea while writing a written text. Lack of writer competency might produce significant difficulties for readers, especially if their writing material is challenging to interpret. As a result, indirect communication will be disturbed.

Writing is very different from speaking, even though they are both productive skills. Speaking activities can include expressing feelings, opinions and modifying information through utterances in oral communication. The ability to make sounds, articulate words, and communicate and transmit thinking, idea and sentiment is called speaking. Because writers must write numerous concerns such as content, organization, purpose, audience, vocabulary, and mechanics like punctuation, grammar, and capitalization, writing is a tricky talent for native speakers and non-native speakers (Rass in Husna, 2013). According to Jaya (2018) academic writing competence is even one of the indications of academic professionalism in the academic world, since academics are required to publish their scientific papers in respected journals. As a result, most students believe that

writing is more difficult since they must think clearly before writing. Writing is a highly essential talent, but it is also a challenging topic for kids to acquire. Students must practice a lot to produce effective writing, and it requires study and effort to improve this skill (Jaya, 2015). Readers can spot faults in written material, which might be a significant issue. On the other hand, language faults in speaking are not a significant issue because it is expressed verbally rather than in writing.

Students must grasp all parts to learn the language, mainly writing in English. The students are primarily concerned with linguistics issues. EFL students frequently make faults in one aspect of their language, especially sentence grammar. The issues stem from the word phrase, phrase, and sentence levels. As a result, linguistics proficiency may pose a severe difficulty for pupils producing English compositions in English class.

The narrative text is an imaginative story to entertain people. Usually, the narrative text contains good fiction stories, animal stories (fable), folktales, fairy tales, myths, legends, etc. In a simple word, everything about the story is included in the narrative text. The narrative text is aimed to amuse or entertain the reader with a story. The narrative text also has some generic structure in it, such as orientation (opening paragraph where the characters of the story are introduced), complication (where the problems in the story come out), resolution (when the problems in the story are solved), and reorientation (lesson of the story).

There are several aspects of language that must be considered. Examples include past tense, adverbs, conjunctions, extraordinary character, action verbs, and plain speaking. According to Setiyadi (2006), English is a complex language to learn in Indonesia. English grammar differs from Indonesian grammar, making it troublesome for dialect learners to comprehend the target language's structure. As we all know, the English and Indonesian languages do not share the same sentence structure. In English, we must get it how to utilize the verb suitably based on tenses, in any case in Indonesian; we don't ought to get it the frame of the verb.

It is impossible to avoid syntactical issues in writing. Agreeing to Atawneh in Gedion (1994) the continuous English syntactic issues within the execution of educated Middle easterners dwelling within the Joined together States were

investigated. A tense agreement, relative clause structure, indirect questions, perfective tenses, and the usage of prepositions were all shown to have performance issues. Another study published in Gedion (2002) by Zughoul discovered that noun phrase errors were second only to verb phrase errors. The most prevalent noun phrase mistakes were the incorrect use of articles, the interchangeability of ordinals, and the use of quantifiers with count or non-count nouns. Students' syntactic issues are intimately connected to their lack of grammar understanding, which causes them to shift their native tongue to a foreign language.

Several studies have been performed on students' syntactical errors, the first undertaken by Jumriana (2015), who investigated syntactical errors in thesis writing. She discovered various student errors, including verb and verb structure, transformation, and noun phrases. Second, Frijuniarsi (2016) researched the impact of syntactical mistakes on student translation. There are certain grammatical concerns in the form as a result of his research: noun phrases, verb phrases, prepositional phrases, adjective clauses, and adverb clauses. Then, Kharma (1983) investigated the syntactic problems that high school students of Kuwaiti experienced. His research was based on a comparison of English and Arabic. He designed a test that focused on the issue regions and identified the frequency and types of structural problems, the majority of which were connected to stress. Fourth, Kambal (1980) looked at the written faults of Sudanese university students in Khartoum and discovered that they made mistakes in tense, verb construction, articles, concord, and prepositions. Finally, Gayo and Widodo (2018) discovered many grammatical issues in their investigation, including passive voice, tense, noun phrase, auxiliary verb, subject-verb agreement, and demonstrative determiner.

From the problems above, it was clear that the students still have serious syntactic problems in writing their narrative text. In the prior study, the researcher were still insufficient in their investigation of the overall mistakes committed by students. Because they only assess from a few angles, the components utilized to analyze mistakes are still relatively few and incomplete. In the conducted research, the researcher employed additional component features which able to define what and how to remedy the student's faults. This researcher's components are based on

Dulay and Krashen's (1982) hypothesis. Then, the researcher is very interested in doing a deeper analysis of this case by researching *An Analysis of Syntactic Errors in Writing Narrative Text by the Students of SMA Aisyiyah 1 Palembang*.

1.2 The Problems of the Study

There are two-questions proposed as the problem of this study:

1. What syntactical errors are made by students of SMA Aisyiyah 1 Palembang in writing the narrative text?
2. What are the dominant errors students of SMA Aisyiyah 1 Palembang commit in writing the narrative text?

1.3 The Objectives of the Study

In relation to problems above, the objectives of this study are to:

1. Find out the syntactical errors made by students of SMA Aisyiyah 1 Palembang in writing narrative text.
2. Find out the dominant errors committed by SMA Aisyiyah 1 Palembang students in writing narrative text.

1.4 The Significance of the Study

For the teachers the findings of this study would help English teachers improve their teaching strategies and urge students to be more careful when utilizing grammar in narrative paragraphs. For example, by providing counsel or recommendations on simple learning approaches for writing sentences in each narrative paragraph appropriately, accurately, and whether or not they are in line with the rules. For the students this research can assist students write narrative paragraphs effectively and learn more about the common problems made while writing narratives, such as faults in creating noun phrases. As a result of this research, students could be more cautious and attentive to the arrangement of phrases and other features when writing narrative paragraphs. To the researcher, this study is an input on the most common syntax errors created by students, so that it may be valuable as a lesson that can be used in future scientific works, and the results may also be a guide for subsequent research related to the topic.

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