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GRAMMATICAL MISTAKES IN WRITING NARRATIVE TEXT

BY EEC STUDENTS

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ABSTRACT

This article explores about grammatical mistakes in writing narrative text in English Extensive course (EEC). EEC is an English program held by Sanata Dharma University. In case, there are five srtudents as participants that learn writing as subject in EEC. In learning writing, EEC students face some problems especially grammatical errrors. This article raises some problems and difficulties to write a narrative text by EEC students. This research used descriptive qualitative as a methodogy. Data collection are analyzed through the narrative text and the grammatical method. The aim of this research is to find, even in higher education level, there still found mistakes in grammar. Not mentioning vocabulary or certain spelling. Beside that reasearchers wants to find how much mistakes that has been made in grammar and mistakes that often made by students in learning writing. In conclusion, the result showed there was every student made error in each indicator. And the most error that students made was error in tense.

Keywords: Grammatical Mistakes; Narrative Text; English Extension Course

INTRODUCTION

In learning English, one of the activity is learned to write words. After words, then learn to combine all of them. Furthermore learn to make it in sentences. There are kinds of writings, like: newspaper article, poem, short story, magazine article, research studies, etc. One of the kind writing is narrative text.

Writing is a skill for the students to express their ideas in written form that involves the mastery of all elements in the target language: as grammar, content, organization, vocabulary, punctuation, spelling and mechanics. Consequently, the

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students may have difficulties to do the writing. It is also one of language skills that common in learning English. It shows that this aspect is very fundamental, where the students. It is not easy to write even you write your own story by imagination because we have to look at grammar itself. In English language, grammar is refers as one of four important comprehensives ability, besides: writing, vocabulary, and reading. Writing and grammar related each other.

In this research, EEC (English Extensive Course) Year Academic 2016/2017's students as the participants. The researchers pick five students from the total students. EEC is an English program held by Sanata Dharma University, Yogyakarta to help students in learning English, written (mostly) and spoken. The students aren't from this university only, but there are few others' universities like: Gadjah Mada University and Yogyakarta State University. Before join EEC program, they have to take a placement/entrance tests. After, they got accepted, they can join it. .

The aim of this research is to find, even in higher education level, we still found mistakes in grammar. Not mentioning vocabulary or certain spelling. Even for us at graduate school level. We want to find how much mistakes that has been made in grammar and mistakes that often made by students in learning. This research followed by a research question:

What grammatical mistakes often made by students in writing narrative text?

Grammatical theory is designed to provide a coherent framework for the description of human languages; the nature of the theory adopts will be determined in large part by what aspects of language one wish to describe. Thus, if one is interested in describing just those things people say under ordinary circumstances, one is likely to adopt a stochastic (Markovian theory), which reflect the presume-finite-state

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character of both speech human perception.

If one is interested just how linguistic elements are distributed with respect to one another in all possible expressions in a given language, one of operates within a taxonomic theory in which linguistic elements are considered to be classes of elements on a lower level and members of a class on a higher level of analysis. If one is interested in how to associate the observed grammatical structure to each and every expression in a given language so as to provide a basis for accounting for its grammatically, it's range of possible interpretations and its place among other expressions that are interpreted the same way, one is likely to adopt a transformational generative theory, in which the explication of these notions is viewed as the fundamental task of linguistics (Chomsky, 2012)

Writing is an important basic language skill that students should master in their language learning effort. Writing skill mastery is significantly helpful for learners in various educational and occupational tasks such as writing essays, writing thesis, business writing, international correspondence, presentation, etc. However, many writing teachers encountered difficulties in teaching writing due to its complexity. To cope with this problem, it is worth knowing what writing is, so the teachers can have enough information about it and be able to act based on this understanding.

Writing is complex and sometimes difficult to teach require mastery not only grammatical and rhetorical devices but also conceptual and judgment elements. The main purpose of writing is communication. According Suprapno writing also involves some elements , they are writer as who convey the message, content of message, the media, and the reader as receiver of message.

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Writing starts with observation, with the writer noticing and choosing something to write about. Writing often involves description, with the writer using concrete details. Writing generally involves explaining, perhaps explaining "why." Writing may involve inference on the basis of evidence, interpretation on the basis of observation. Writing often involves synthesis, or finding the common link between things and explaining that link. Writing involves selection and focus. The writer may focus on one main approach or idea in one piece of writing. For example, one writer may compare the meanings of the two images above, while another may contrast the feelings they evoke, describe similarities in subject matter or argue for his or her interpretation of the paintings. (Cambridge University; 10)

Writing is a productive skill that urges the writer to carry out the meanings or messages in the written form. In the writing process, the writer tries to interact with the readers by exploring the ideas in the written form. The ideas usually contain the context, prior knowledge, and discourse. As writing is transactional and message-oriented, its goal must be to convey information accurately, effectively and appropriately. The writer must be able to express the ideas explicitly using the effective language and avoiding the ambiguous words. The writer must be aware that the readers cannot confirm the ideas being delivered to writer immediately as what they can do in speaking process. Therefore, it is the writer's duty to make his writing clear enough before the readers. (Mohini Bachani; 2015)

It can be concluded that writing is a skill that use as medium for communication. In writing the teacher can use any symbols to express that we want to say to another people. In writing we must

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mastery so many complex things like grammar and vocabulary.

The function of writing from Hairston in Muhsin (2015) writing made use for an important means of learning in the sense that it's function as a tool for discovery, usually writing mostly starts with topic. In the order that the writer is able to develop the topic well, he or she has to explore everything possible to answer the question at all cost. The, he starts to hypothesize, collect the data, analyze the data and draw the conclusion.

According to Hairston in Muhsin (2015) the functions of writing are: (a).Function as a tool for discovery (b). Generates new ideas by helping you to make connections and see relationship. (c). Helps you to organize ideas and clarify concepts. (d). Allows distancing you from the idea and evaluating the ideas. (e). Helps you to absorb and process information. (f).Enables you to solve the problem (g).Makes you active learners rather than passive receivers of information.

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it happened for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing. English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing. I choose "narrative texts", as the writing material. Meyers in Y Ria (2017) states that narrative is one of the most powerful ways of communicating with others. A good

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written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson in M Gufron (2014) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. In curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. From the definition above, I can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke. Anderson in M

Gufron (2014) states that a good narrative uses which to paint a picture in our mind of: a. what characters look like (their experience), b. where the action is taking place (the setting), c. how things are happening (the action).

The characteristics of narrative texts among others: a. It tells us about a story of event or events. b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time. c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Narration is telling a story. And to be interesting, a good story must have interesting content. At should tell us about an event your audience would find engagement. You might even thing of your narrative as a movie in which

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readers see people in action and hear them speak. Therefore, it should be detailed and clear, with even arranged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the followings goals: (a). it is unified, with al the action a developing central idea. (b). It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events. (c). It introduces the four of a setting- who, what, where, and when- within the context of the action. (d). It is coherent transition indicates changes in time, location, and characters. e. It begins at the beginning and of the end. That is, the narrative follows a chronological order- with events happening in a time sequence. f. It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

The language features usually found in narrative texts are: (a). Specific characters (b). Time word that connect to tell when they occured. (c). Verbs to show the action that occur in the story. (d). Descriptive words to portray character and setting.

METHOD

This research will use descriptive qualitative method for analyze the data. Lichtman (2010) said that "qualitative research is a general term. It is a way of knowing in which researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears are filters." (pg.5)

The researchers will involve indirectly with five students from one course called EEC year academic 2016/ 2017. This course focused on how to write and speak in English fluently. There are four semester in total for this course. To join this course, the student must have to

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pass entrance test (TKB/ English Language Ability Test).

This research was conducted on November 13th until November 24th, 2017 in narrative text task on Basic Writing Course of English Extensive Course (EEC) in Sanata Dharma University.

The main data are grammatical mistakes from EEC students when they studied about narrative text. We use random sampling technique to choose our samples. It also called as "Judgment sampling", mean "there is the deliberate choice of a participant due to the qualities the participant possesses." (Etikan, Musa & Alkassim, 2015) We chose sample of the participants based on their level (they were in basic level) in EEC and because they learned to made narrative text. There are 10 participants, who came from different school background.

The main data is the narrative text. There are 5 texts (from 10 participants, so the ratio is 1:1). These were made when they were join "basic writing" class for the first time. After gathering some data from participants, we were check to find if there is/ there are mistakes. We checked manually, using standard of English Grammar.

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RESULT AND DISCUSSION
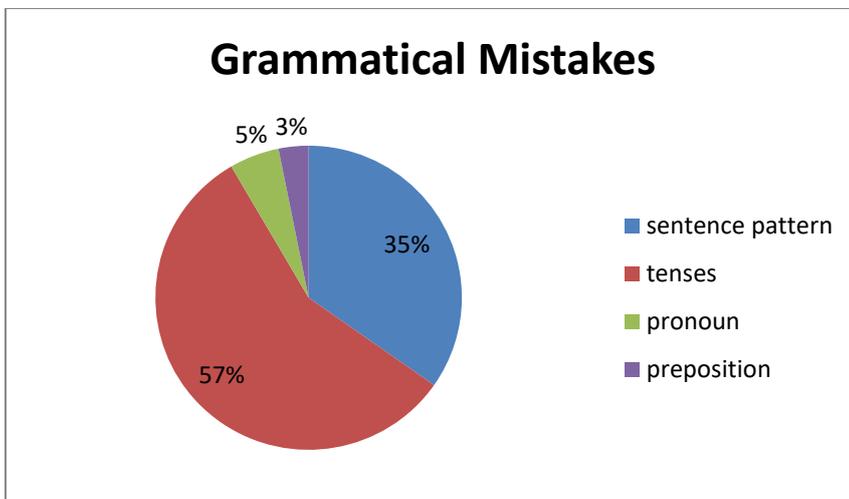
No.	Grammatical Types	Number of Data	Percentage
1.	Sentence Pattern	33	34.7%
2.	Tenses	54	56.8%
3.	Pronoun	5	5.3 %
4.	Preposition	3	3,2%
	Total	95	100%

Figures 1 Diagram of Grammatical Mistakes.

Table 1. Types and Frequency of Grammatical Mistakes in Writing Narrative Texts.

From the research we had found that most of the EEC students who create a narrative text have many grammatical mistakes in their writing especially in using to be and verb. Narrative text use past tense form in its writing. Past tense is form of grammar that explaining something which happened in the past. Using a past tense must suitable with the form of grammar theory. The use of verb 2 in a sentence is an important thing in order to complete the sentence. There are many grammatical mistakes had found on EEC Student writing task in narrative text.

Based on the five examples of narrative texts, we analyze one by one of each sentence in those narrative text and we had found there are a few grammatical mistakes in each sentence. Most of

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mistakes were found in to be and verb. Each mistake was not use the form of past tense correctly and grammatically. In this conclusion, the researcher analyzes the data which has grammatical error in the students' composition about recount text writing. The types of error can be divided into some categories, namely error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation. The sentence could be seen in this example:

1. Error in Sentence Pattern (Subject and Verb)

After analyzing all the data, it was found 33 errors in sentence pattern in students' narrative text writing. Most of errors are making a sentence by wrong subject-verb agreement. Other errors found in students' writing are in the same case with the example above but they did that in different sentence. One example of the sentence is:

*"As well as gold coins began to disappear and the box is filled with the dead. The **former** should be pulled out and buried. To do this, farmers have to **spent** all the money that **have been** collected earlier. When he had spent all his money, **broken** the box. The farmer **are** ugly as before, terrible ending."*

2. Error in Tenses

Most of students still wrote a narrative text by simple present tense. Many errors in simple present tense that researcher found is in the same case but they made in different verb form. Another errors are made error in simple past tense. One of the example is:

*"The bear **come** near the one who was lying on the ground. It **smell** in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear **whispers** into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."*

3. Error in Pronoun

Only some students made error in pronoun. The researcher listed 5 errors in pronoun from 5 samples. The errors they

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made almost same. They did not put the right pronoun in the sentence. One of the example is:

> *"Once upon a time... Happy monkey dancing at gatherings of animals, and they are all very pleased with **him** performance that they elected him **they** king. A Fox, envying him the honor, discovering a piece of meat lying in a trap, and leading the Monkey to the spot, said that he have found a shop in the woods, but do not use it, he has been saving for him as treasure troves of **him** kingdom, and counseled him to size it."*

4. Error in Preposition

Errors in preposition are often made by the students. They often put unimportant preposition in their sentences. The researcher found that their errors in preposition are in the same case but in different preposition. One of the example is:

> *"Which one of your hundred **tricks out** are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she **makes up** her mind, the dogs arrived. They fell upon the fox and tore her to pieces."*

CONCLUSION

From all the processes (identification, classification, and calculation) included, researchers have found, there were 95 mistakes found in total, which could be classified in four grammatical types. Table 1 will presents number of percentage of grammatical mistakes commited by participants, the types, and number of data (number of mistakes).

The theories explores in this paper perform writing which worked to both grammatical mistakes and forms of narrative text. My analysis found many types of errors. They are: error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation. Concerning the data analysis and types of grammatical errors, it can be seen that the most kind of grammatical error is error in using tense. My analysis also shows how empirical research into narrative text can enrich

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theory and research on writing. Grammars are complex, and they can complicate that are sometimes presented in writing or sentence. Our analysis shows the complexity of the ways in which different participants cite, and each in very different writes, showing that grammar are complex (Chomsky, 2012). The very different identity work of just the ten participants explored in this paper shows how EEC student engagements with narrative text are neither straightforward nor consistent, even with individuals.

The findings of this study emphasize the importance of preparing EEC students for such experiences through compelling them to understand about grammar and narrative text. Furthermore, it would be useful for students to use the grammar made by EEC students in order to interrogate their own understanding with writing a narrative text. Educators running such programs might consider including such writing as part of the course

for themselves. This would help engage EEC students, in understand in more theory of writing including narrative text, prior to making a good writing.

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