



## ERROR ANALYSIS ON STUDENTS WRITING NARRATIVE TEXT

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### ABSTRACT

This study investigates the types and frequency of linguistic errors found in narrative texts written by eleventh-grade students of MAN 1 Bima during the 2024/2025 academic year. The research adopts a qualitative descriptive method and applies the Surface Strategy Taxonomy, which classifies errors into omission, addition, misformation, and misordering. Data were collected from students' written narratives based on the story "Cinderella" and analyzed to identify and categorize the errors. The findings reveal a total of 253 errors, with misformation being the most dominant type (77.08%), indicating significant difficulties in students' understanding of appropriate word forms and grammatical structures. Factors contributing to these errors include limited vocabulary, weak grammatical foundation, first language interference, lack of writing practice, and time constraints. The results suggest the need for more contextual grammar instruction, consistent writing practice, and constructive feedback. This research provides insights for educators to design more effective strategies for improving students' writing competence, particularly in narrative text production.

**Keywords:** error analysis, narrative text, writing skill

### INTRODUCTION

The importance of English in the Indonesian education system continues to grow, with students learning the language from their early years through to higher education. Despite this, mastering English remains a considerable challenge, particularly in the area of writing. Writing is not simply about forming sentences—it involves organizing thoughts, applying grammar, selecting suitable vocabulary, and ensuring clarity in communication. Among the four core language skills—listening, speaking, reading, and writing—writing is often considered the most difficult, especially when it comes to producing structured texts.

In the context of senior high school, narrative writing plays a central role in the curriculum. Students are expected to develop their ability to tell stories in written form, using appropriate language features and structures. However, in reality, many students encounter obstacles in achieving this goal. Observations at MAN 1 BIMA show that numerous eleventh-grade students struggle to construct coherent narrative texts. Their writing often contains various errors, ranging from grammatical mistakes to misused vocabulary and disorganized sentence structures. These issues typically stem from limited vocabulary knowledge, lack of grammatical understanding, or interference from their first language.

Moreover, in the Indonesian EFL context, narrative writing is an essential tool for students to express themselves, develop creativity, and demonstrate their ability to

use the English language appropriately. However, producing effective narrative texts requires not only linguistic competence but also genre awareness, which includes mastering the typical structure of narrative texts—orientation, complication, resolution, and re-orientation. When students are unfamiliar with these conventions or cannot apply them effectively, the quality of their writing suffers.

Recognizing the types of errors students make is an essential step in helping them improve. This is where error analysis becomes valuable. Error analysis provides a systematic way to identify, classify, and understand the mistakes learners make when using a second or foreign language. Through this approach, educators can gain insights into the specific areas where students face challenges and design better strategies to address them.

The significance of this study lies in its ability to highlight the linguistic obstacles faced by EFL learners in constructing narrative texts. By focusing on the most common types of surface-level errors, this research not only identifies the problematic aspects of students' language production but also offers pedagogical insights for English teachers. In doing so, it contributes to the broader understanding of second language acquisition and classroom-based writing instruction.

This research focuses on analyzing the errors found in narrative texts written by eleventh-grade students at MAN 1 BIMA. By examining these errors and identifying which types are most frequently made, the study aims to highlight the core difficulties students face and support efforts to enhance the effectiveness of writing instruction in the classroom. Furthermore, the study seeks to bridge the gap between error identification and remedial instruction by offering practical suggestions for classroom-based interventions.

## RESEARCH METHOD

This study employs a qualitative approach, focusing on analyzing students' written texts to uncover recurring error patterns in narrative writing. According to Nassaji (2015), qualitative research involves collecting non-numerical data and analyzing it inductively to identify themes or patterns that offer deep insights into the phenomena being studied.

The research is conducted at MAN 1 BIMA, located in Jl. Kesehatan No. 02, Desa Rato, Kecamatan Bolo, Kabupaten Bima, NTB. The subjects are eleventh-grade students in the academic year 2024/2025. A total of 32 students participated in this study. These students were selected purposively based on their willingness to participate and their current performance in English writing classes.

Data Collection Instruments include:

1. **Students' Worksheet:** Students are assigned a narrative writing task based on the story "Cinderella." Their written work serves as the primary data source for identifying grammatical and structural errors—categorized as omission, addition, misformation, and misordering.
2. **Interviews:** Conducted with both students and teachers to explore deeper causes of writing difficulties and gain a holistic understanding of instructional and learning challenges. Interviews with students aimed to uncover their perceptions, challenges, and experiences during the writing process, while interviews with English teachers focused on instructional practices, feedback mechanisms, and curriculum expectations.



### Data Collection Procedures involve:

1. Assigning the narrative writing task;
2. Collecting the students' written texts;
3. Analyzing the texts to identify types of errors based on surface strategy taxonomy.

### Data Analysis Techniques consist of:

1. Identification and classification of errors into four types: omission, addition, misformation, and misordering.
2. Determining the dominant error type using the formula:

$$P = f / N \times 100\%$$

Where:

P = percentage,

f = frequency of a specific error type,

N = total number of all errors.

3. Describing the results to interpret student weaknesses and provide pedagogical implications for improving narrative writing instruction.

To ensure the reliability of the data, triangulation was applied by combining text analysis with interview results. This approach helped validate the error patterns observed and provided a richer context for understanding the underlying causes of student mistakes.

## RESULTS AND DISCUSSION

### 1. Results

This research analyzed the narrative texts written by eleventh-grade students of MAN 1 Bima based on the fairy tale "Cinderella." The study identified four types of linguistic errors based on surface strategy taxonomy: **Omission**, **Addition**, **Misordering**, and **Misformation**. These errors provided insight into students' writing competence and challenges.

From the analysis, a total of **253 errors** were identified across 32 student writings. The dominant type of error was **Misformation**, which occurred most frequently, indicating students' difficulties in using correct word forms.

Table 1.1: Summary of Total Errors

Type of Error	Frequency	Percentage
Omission	18	7.11%
Addition	22	8.70%
Misordering	18	7.11%
Misformation	195	77.08%
<b>Total</b>	<b>253</b>	<b>100%</b>

Most students committed Misformation errors, such as incorrect word forms, inappropriate use of adjectives, and verb errors. This type of error was far more prevalent than others, suggesting it as a major area needing instructional improvement.

Table 1.2: Examples of Error Types

Type	Error Sentence	Corrected Version
Omission	“Cinderella was kind and beautiful girl.”	“Cinderella was a kind and beautiful girl.”
Addition	“They forbade <b>forbade</b> her to go.”	“They forbade her to go.”
Misordering	“While themselves the enjoy.”	“While <b>they enjoy themselves.</b> ”
Misformation	“She is a kind and <b>beauty</b> girl.”	“She is a kind and <b>beautiful girl.</b> ”

## 2. Discussion

The analysis revealed that students encountered various linguistic difficulties in writing narrative texts, especially in choosing correct word forms and structuring their sentences.

### 1. Dominant Error Type – Misformation

Misformation errors represented the majority (77.08%) of all errors found. These occurred when students used incorrect forms of words, such as adjectives used as nouns, or incorrect verb conjugations. For instance, writing “*beauty*” instead of “*beautiful*” or “*transforwed*” instead of “*transformed*.” These errors often obscured the intended meaning and reflected students’ struggle with basic grammar and vocabulary usage.

### 2. Contributing Factors

Several possible reasons explain why students made misformation errors more frequently:

- a. Lack of Vocabulary Mastery: Students often guessed or misused words due to limited word knowledge.
- b. Low Attention and Focus: Some students rushed or were not fully engaged during the writing task.
- c. Time Pressure: Limited time might have led students to overlook grammar accuracy in favor of speed.
- d. Lack of Practice: Minimal exposure to writing in English reduced opportunities for improving structure and grammar.
- e. Weak Grammatical Foundation: Students might lack a clear understanding of parts of speech and sentence structure.

### 3. Comparison with Other Research

The findings of this study align with research conducted by previous scholars such as Fitriana (2020) and Rasyid (2021), who also found misformation to be the most frequent type of error in students’ narrative writing. These studies support the notion that Indonesian students struggle with verb forms, tenses, and derivational morphology, especially when translating thoughts from Bahasa Indonesia into English.

### 4. Educational Implications

Teachers should provide:

- a. More explicit instruction on word forms and sentence construction.
- b. Focused grammar exercises, especially on verb tenses and adjectives.
- c. Regular writing practice with feedback to help students internalize correct forms.
- d. Peer reviews or collaborative writing to raise awareness of common mistakes.



By addressing these challenges, students can develop stronger narrative writing skills and reduce error frequency in future compositions. Awareness of these recurring issues is crucial in guiding both teaching strategies and student learning processes

## CONCLUSION

Based on the analysis of the students' narrative texts, this study concludes that the most frequent error type found was **Misformation**, accounting for **77.08%** of the total errors. This indicates that the eleventh-grade students of MIPA 1 at MAN 1 Bima had significant difficulties in using correct word forms, which negatively affected the clarity and grammatical accuracy of their writing. Other errors, such as **Addition (8.70%)**, **Misordering (7.11%)**, and **Omission (7.11%)**, were also present but occurred far less frequently.

These findings suggest that students lack a solid understanding of English grammatical structure and word formation. The dominance of misformation errors demonstrates the need for deeper instruction in grammar, particularly in the correct usage of word classes, sentence components, and verb forms. Furthermore, the study found that the causes of these errors stem from a lack of focus, poor planning, time constraints, insufficient grammatical knowledge, and low motivation. These factors combined to produce writing that often lacked accuracy, coherence, and completeness.

Teachers are encouraged to adopt more interactive and contextualized methods of teaching grammar within writing classes. Providing detailed, formative feedback, allowing opportunities for revision, and building students' confidence are all key to improving their writing skills. Ultimately, enhancing narrative writing instruction requires both pedagogical innovation and a supportive learning environment that encourages experimentation and language development.

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