

**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. 8212708018**, has been approved to be examined by the Thesis Board of Examiners.

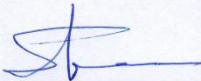


Dr. Ignatius Harjanto

Thesis Advisor

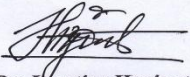
THESIS EXAMINATOR BOARD'S APPROVAL

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. Ignatius Harjanto

Secretary



Dr. V. Luluk Priyambodo

Member




Prof. Anita Eie, 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



6000 DJP
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

	Page
Inside Cover	
Approval Sheet	
Abstract	
Acknowledgements	
Table of Content	
List of Abbreviation	
List of Tables	
List of Figures	
List of Appendices	
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

LIST OF ABBREVIATIONS

CA	Contrastive Analysis
EA	Error Analysis
EFL	English as a Foreign Language
ESL	English as a Second Language
LAD	Language Acquisition Device
L1	First Language
L2	Second Language
TL	Target Language

LIST OF TABLES

	Page
Table 3.1 Grammatical Error Types Found in the Students’ Descriptive Essays	40
Table 3.2 Sources of Students’ Grammatical Errors.....	41

LIST OF FIGURES

	Page
Figure 2.1 Elements of Effective Writing	13
Figure 2.2 The Generic Structure of Narrative Texts	14
Figure 2.3 The Map of the Present Study.....	36
Figure 3.1 The Research Design	37

LIST OF APPENDICES

	Page
Appendix 1 Grammatical Errors in Students' Narrative Writing	68
Appendix 2 Sources of Students' Grammatical Errors	81

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.