

Indonesian EFL Students' Errors In Writing The Narrative Text: A Study Of High Achiever Students (HAS)

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1 Indonesian EFL Students' Errors In Writing The Narrative Text: A Study Of High Achiever Students (HAS)

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Abstract: Error analysis in a language is a technique for identifying, classifying, and systematically interpreting errors in linguistic procedures. The problem that arises is that there are still many language errors made by the university students in writing the narrative texts and students' interest in developing the creative writing. The purpose of this research is to describe the language errors and obtain the description of the forms of language errors found in the narrative text writing. Thus, the teachers can be aware of the challenges area for the students to encounter. This study used qualitative descriptive research. The data collection technique in this study is referring and noting. The data analysis technique used the equivalent method. The data of this research was the narrative text written by five high achiever students. The results obtained in this study showed the weakness of the students in mastering the grammar and the ability to use the punctuation and to crosscheck the spelling and conventions among the students on the first semester in writing the narrative text. Based on the results mentioned earlier, the researchers suggest that the students must study more to increase their knowledge in grammar, and also do exercise so the students can be better in writing the narrative texts.

Index Terms: errors, high achiever student, narrative text

1 INTRODUCTION

In learning English, four skills must be possessed by the students. They are speaking, reading, writing, and listening. One of these skills is writing, as a crucial component of language performances [1] which can help students to develop their mindset. The ability to write is not innate abilities, but the learning outcomes obtained by practicing how to write correctly, so the reader can understand the message conveyed. But writing is not an easy thing, so it is common for students to make errors in writing. Writing is called complicated because the students need to learn from all writing aspects at one time [2]. The students still have difficulty in writing the text. This difficulty can be caused by a lack of students' knowledge of grammar (grammar knowledge) and vocabulary of the students. Several studies on errors in writing have been done [3][4][5]. In their research, the researchers found that students made errors in writing. There is even research that investigates errors in writing the narrative texts [6][7][8]. This difficulty has also been expressed by [9]. He revealed that one of the most significant problems faced by students in learning English is grammar. In learning English, students find some difficulties, causing errors in using English. [10] said that the error was different from a mistake. The error describes a gap in student knowledge; this happens because students don't know the truth. While mistake describes an error that once arises in action, this happens because the students are unable to show their knowledge. Following the issues mentioned above, the authors are interested in investigating the language errors done by the high achiever students (HAS). The researchers would like to show that even those HAS can make errors in writing the narrative text.

Narrative Text

There are several types of texts, namely narrative, exposition, descriptive, argumentative, and persuasive texts. However, in this case, the writers only focused on the narrative text. It is a form of text that tries to describe as clearly as possible to the reader about the event at a time that is in the past, for example, folklore, biography, and so forth. The narrative text has the purpose of entertaining the reader. In writing the narrative text, we must able to use the language features like past tense or active and passive voice and the other. There

are a lot of people that interest in writing narrative text. But sometimes we can find that their writing does not use the right portions of the language features. For example, when they started writing a narrative text, at first, they used past tense, but suddenly in the middle, they put present tense. In this paper, the writer wanted to find out or analyze the narrative text written by the student in the university, especially in the first semester. The researchers examined the language errors in their text, such as grammar, spelling, punctuation, and conventions. The narrative text is the kind of writing that tells about the story that happens in the past. According to [11] in his journal, he stated that a narrative is a story and mostly narrative are fantastic stories but sometimes narrative can be factual too. [12] explain that a narrative is a text that tells a story and, in doing so, entertains the audience. Additionally, [12] state that the narrative usually includes the following grammatical features:

- a. Nouns to identify the specific characters and places in the story.
- b. Adjectives to provide an accurate description of the characters and setting.
- c. Time words that connect events to tell when they occur.
- d. Verbs that show the actions that happen in the story

According to [13], narrative text is a type of paper where the author places himself as a character and leads the reader to the story. The narrative text has the generic structure such as Orientation (introducing the participants and informing the time and the place), Complication (describing the rising problem which participants have to do with), and Resolution (showing the way of the participant to solve the problem, happy or sad ending).

2 MATERIAL AND METHODS

The research design used was a descriptive qualitative. The researchers collect information about current phenomena. The primary purpose of the design of this study is to identify the nature of a phenomenon that existed at the time of research and to investigate the causes of the phenomenon. Therefore, this study was conducted to identify errors in students writing narrative texts, classifying errors into several types, and

investigating the causes of errors. The data described is derived from narrative texts made by the first semester students in General Writing class. Data were in the form of words. So researchers used the qualitative method. The qualitative data were in the form of words or pictures rather than numbers [14]. The researcher only collected the students' writing, analyzes, and organizes it. Thus the researcher intended to investigate errors in narrative texts made by the students. The research instrument was a written test given to students, and researchers gave tests to the students. The researcher asked the students to write narrative texts that use English on a piece of paper. The students were asked to do narrative writing with their topic of choice. Then, student assignments were collected. From here, researchers began analyzing common mistakes made by students in writing narrative texts. The researcher also used a checklist to find the type and caused errors or error analysis quickly. The data were in the form of errors which covered the grammar errors (GE), spelling errors (SE), punctuation errors (PE), and convention errors (CE) made by students. The researchers took the data from the first semester students of English Department in General Writing class. This study focused on the students who reach a GPA above 3.5. Therefore, the subject of this study was only five students. The data of this research are the errors found in the students' narrative texts conducted by the students in grammar, spelling, punctuation, and conventions. Grammar errors (GE) falls into several subgroups, such as faulty subject-verb agreement, misplaced words or phrases, incorrect verb forms, determiner use (a/an/the/this, etc.), wrong or missing prepositions, incomplete sentences, pronoun use, incorrect noun number, and faulty tense sequence. Spelling errors (SE) covers the misspelled words, and a convention error (CE) contains the error in improper formatting. Punctuation errors (PE) forms a separate group of errors in closing punctuation, comma misuse within clauses, punctuation in compound/complex sentences, and misuse of semicolons, quotation marks, etc.,

3 RESULTS

The researchers selected five high achiever students (HAS) as the subjects of the study. The high achiever student means that the student who got a GPA with 3.5 above. The researchers asked the students to write the narrative text. The results of the students' errors were presented in the following table.

Table 1. Total errors made by the participants

Participants	Result		Total	Percentage
	Correct	Error		
HAS 1	340	9	349	2.57
HAS 2	168	16	184	8.69
HAS 3	157	15	172	8.72
HAS 4	411	19	430	4.41
HAS 5	437	10	447	2.23
Σ	1513	69	1582	4.36

Table 1 presents the HAS' total errors in writing narrative texts. The table shows that the highest percentage of errors is 8.72, which are performed by HAS 3. Then, the lowest proportion is presented by HAS 5 with a rate of 2.23. The result of common errors found on the student's writing would describe into some categories. That show in the table below:

Table 2. Types of Errors

Errors	HAS 1	HAS 2	HAS 3	HAS 4	HAS 5	Total	Percentage
GE	4	2	3	13	3	25	36.23
SE	3	1	8	2	2	16	23.19
PE	2	5	2	4	4	17	24.64
CE	0	8	2	0	1	11	15.94
Total						69	100

Based on this information it is clear that students have the most make GE that is 25 errors with percentage values at 36.23%, and the most mistakes there is little in the type of CE, 11 errors with a percentage of 15.94%.

4 DISCUSSIONS

Grammar Errors

The results show that the four outstanding students in this study made errors in using grammar in writing English narrative texts. In this case, the type of error is on error using tense in sentences. For example, the student wrote, "she wake up like usual" in the narrative text; it must be "she woke up like usual", "She ran to her room. Shut herself while praying, staring at the sky without stars, the wind blow her smooth black hair." The verb "blow" must be "blew" because of use past tense. Then the sentence "One day, Nick and Kevin are planning to fish in the sea," the correct form of be in the sentence must be "were" instead of "are" since the sentence in the past form. This finding is in line with the study conducted by [15] who revealed that the first-semester students contained grammatical errors in essay writing. The errors are caused by the various kinds of verbs in English, such as auxiliary verb, present participle, past form, past participle, and infinitive, which make the students are difficult to select the right verb to use in the sentence. Students do these errors because of the lack of student knowledge of the correct change of the verb according to the tenses used [16][17]. The study conducted by [18] also shows that students make mistakes in the use of appropriate verbs in writing narrative texts. In their research shows that students make errors in terms of irregular verbs. The study by [19] also revealed that the students have high percentages of errors in verb tense. From 599 errors made by the students, 303 verb tense errors were found to be significant errors. [20] in their study which investigated the grammatical errors in writing narrative texts done by the second-semester students at the Diploma Program English Department in Airlangga University Surabaya" also found that the grammar is the common mistakes of students writing in narrative text. They forget to use past tense when writing a narrative and write the text in the simple present tense. The sentence "I think my engine had a problem" is found as the wrong sentence because the verb "think" was written in the present. It should be written in the past form using the simple past tense. It is because the tasks that the students made are in the form of narrative texts. We have to use the simple past tense to express events or situations that existed before. Therefore, the correction for sentence number one is supposed to be "I thought my engine had a problem".

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