

**THE ANALYSIS OF GRAMMATICAL ERRORS IN WRITING
A NARRATIVE TEXT AT THE NINTH GRADE STUDENTS
OF SMPN 34 MAKASSAR**

SKRIPSI

WA NURSILA
NIM 45 13 101 010



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY BOSOWA MAKASSAR**

2017

SKRIPSI

**The Analysis of Grammatical Errors in Writing
a Narrative Text at the Ninth Grade Students of
SMPN 34 Makassar**

Arranged and Submitted by

Wa Nursila

4513101010

Approved by

Supervisor I

Supervisor II

Hj. Nurfaizah Sahib, S.Pd., M.Pd
NIDN. 0919128201

Ulfah Syam, S.S., M.Pd
NIDN. 0914127804

Cognizant of,

Dean Faculty of Teacher Training
and Education

Head of English Education
Department

Dr. Mas'ud Muhammadiyah, M.Si
NIDN. 0910106304

Restu Januarty Hamid, S.Pd., M.Pd.
NIDN. 0905018503

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*The Analysis of Grammatical Errors in Writing a Narrative Text at the Ninth Grade Students of SMPN 34 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2017

Yang Membuat Pernyataan,

Wa Nursila

ACKNOWLEDGEMENT



Alhamdulillah rabbi alamin, peace and blessing on the final prophet, Muhammad Shallallahu 'alaihi wassalam and his family and companions. The first and foremost, the writer would like to express her deeply thanks to Allah S.W.T who always give her blessing, mercy, and inspiration in the completion of this skripsi. The writer realizes that this skripsi could not be finished without the help and support of other peoples she extends her sincere gratitude and appreciation to:

Prof. Dr. Muhammad Saleh Pallu, M.Eng as the Rector of Bosowa University. Dr. Mas'ud Muhammadiyah, M.Si as the Dean of English Education Faculty of Teacher Training and Hj. Restu January S.pd., I., M.Pd as the head of English Education Department Bosowa University of Makassar, who has really support and humble to take care the writer. Hj. Nurfaizah Sahib, S.Pd., I., M.Pd as the first supervisor and Ulfah Syam, S.S., M.Pd as the second supervisor or their unlimited help, advice, comments on, and correcting her skripsi, as well as for her encouragement toward the completion of this study. Drs. Rusdin, M.M as the Headmaster of SMP Negeri 34 Makassar, who has allowed the writer to do the research at his school. Rina S.ag as the English teacher who helped the writer in doing the research.

The writer would like to express the most appreciation to her big family especially her beloved parents, La Yanto who always prepare and give a lot of sacrifices and pray for her save and successful. Father and mother, the writer could never repay for all you have done for her, your love and supports is priceless. The writer really appreciate all of your help and hopefully daughter, the writer owe everything to both of you. The writer also express her special thanks to her brothers, younger sister and younger brother La Sura, La Hiri, La Yanto, Wa Mutia and La Rusli. All best friends Mariaeta Padu, Nurfadillah Safitri and all friends for their togetherness, love, help and support.

As human being, the writer realizes that what she presents in this skripsi is still far from being perfect. Therefore, criticisms and suggestions will surely be appreciated. Finally, the writer pray may the almighty God bless all of them. Amin.

Makassar, September 2017

Wa Nursila

ABSTRACT

Wa Nursila. 2017. *The Analysis of Grammatical Errors in Writing a Narrative Text at Ninth Grade Students of SMPN 34 Makassar.* (Supervised by Hj. Nurfaizah Sahib and Ulfah Syam).

This study aimed to find out the grammatical errors made by the ninth grade students' in writing narrative text at SMPN 34 Makassar. The researcher focuses on grammatical errors in writing narrative composition. This research provided narrative text; means that the researcher describe a topic of narrative text and analyze grammatical errors

The researcher used qualitative analysis method in this research. The researcher collected the students' writing test that they done in the classroom and analyzed it through classifying their error based on the Azzar classifications. After that, the researcher described the number of errors in the table form as recapitulation of the errors the students have made. The researcher described errors in each sentences and gave reconstruction of whole composition. the data collected from the test. It is analyzed quantitatively including descriptive statistics.

The result of data analysis showed that types of error that were made by the students of the third year of SMP Negeri 34 Makassar in their writing narrative text. Total score is 1805 and the mean score is 75 and classified as fair. It showed that the usage of the grammar in writing is difficult for the students. So that, the analysis of the students' grammatical errors in writing is very important because the teachers can know the factual condition of the student's ability in writing and what kinds of error that the students probably do in their writing for the next time.

Keywords: errors, grammatical, writing, narrative text

ABSTRAK

Wa Nursila. 2017. *The Analysis of Grammatical Errors in Writing a Narrative Text at Ninth Grade Students of SMPN 34 Makassar.* (Dibimbing oleh Hj. Nurfaizah Sahib dan Ulfah Syam).

Penelitian ini bertujuan untuk mengetahui kesalahan tatabahasa pada siswa kelas IX dalam menulis teks narasi pada SMPN 34 Makassar. Teks narasi sebagai sarana dalam penelitian sehingga peneliti memberikan satu topic berkaitan dengan teks narasi kemudian peneliti menganalisis kesalahan tatabahasa tersebut.

Dalam penelitian ini, peneliti menggunakan metode analisis kualitatif. Peneliti mengumpulkan hasil tes siswa kemudian menganalisis kesalahan tatabahasa berdasarkan pada klasifikasi kesalahan tatabahasa menurut Azzar. Setelah itu, peneliti akan menganalisis jumlah kesalahan tatabahasa dan memberikan nilai berdasarkan kesalahan dari tulisan siswa. Peneliti menganalisa setiap kesalahan tatabahasa. Peneliti juga menganalisis secara statistik kualitatif.

Hasil kesalahan tatabahasa menunjukkan bahwa beberapa kesalahan tatabahasa yang diperoleh dari hasil tes siswa kelas IX pada SMPN 34 Makassar. Total skor adalah 1805 dan nilai rata-rata adalah 75 dan dikategorikan baik. Kesimpulan dari penelitian ini adalah penggunaan tatabahasa dalam menulis teks narasi sangat penting karena guru mengetahui situasi aktual kemampuan siswa serta mengetahui sejauh mana kesalahan tatabahasa siswa sehingga dapat dijadikan referensi untuk penulisan selanjutnya,

Keywords: Kesalahan, tatabahasa, menulis, teks narasi

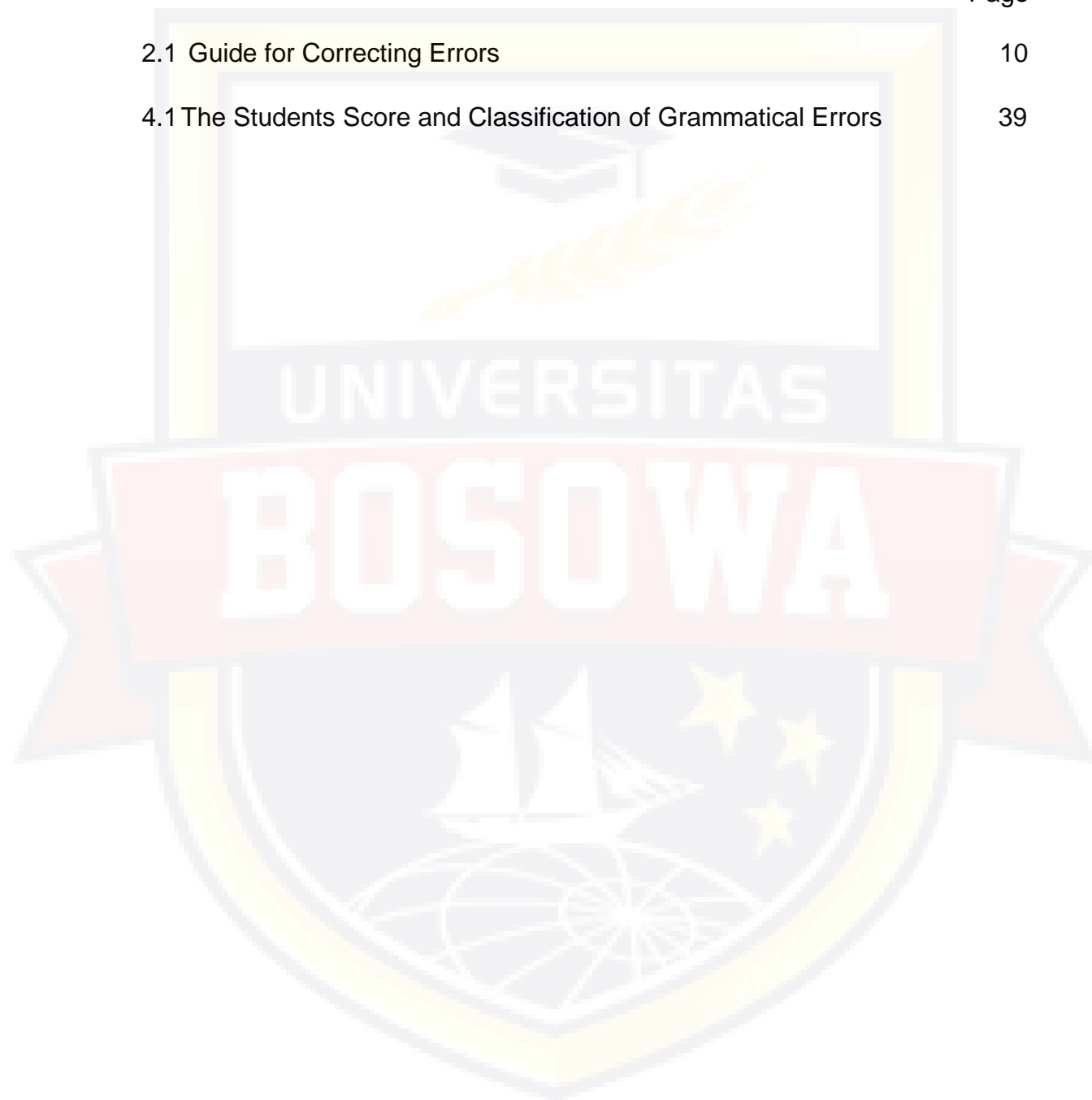
TABLE OF CONTENT

	Page
PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ACKNOWLEDGMENT	iv
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF APPENDIX	xi
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Research Questions	4
C. Objective of the Rresearch	4
D. Significance of the Research	5
E. Scope of the Research	5
CHAPTER II : REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Some Pertinent Ideas	7
1. Definition of Error Analysis	7
2. Goal of Error Analysis	9
3. Type of Error	10
4. Source of Error	13
5. The Differences between Error and Mistakes	16
C. Grammar	17
D. The Concept of Writing	25
E. Narrative Text	29
F. The Characteristic of Paragraph	32
G. Conceptual Framework	33

CHAPTER III : RESEARCH METHOD	35
A. Location and Time of the Research	35
B. Research Design	35
C. Subject of the Research	36
D. Variables of the Research	36
E. Instrument of the Research	36
F. The Procedure of Collecting Data	36
G. Technique of the Data Analysis	37
CHAPTER IV : FINDING AND DISCUSSION	39
A. Findings	39
B. Discussion	54
CHAPTER V : CONCLUSION AND SUGGESTION	56
A. Conclusions	56
B. Suggestions	57
BIBLIOGRAPHY	58
APPENDICES	61
BIOGRAPHY	

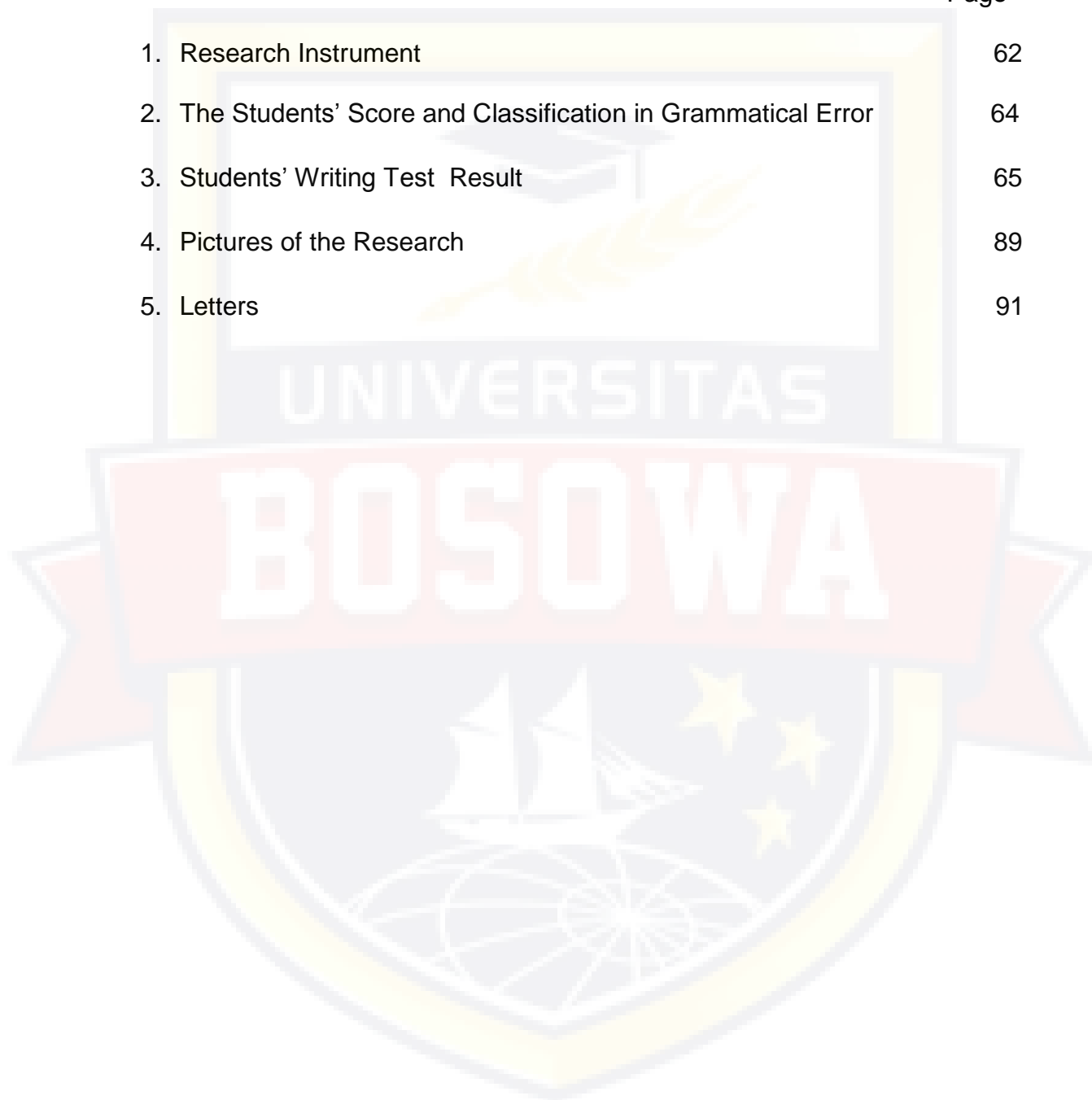
LIST OF TABLE

	Page
2.1 Guide for Correcting Errors	10
4.1 The Students Score and Classification of Grammatical Errors	39



LIST OF APPENDIX

	Page
1. Research Instrument	62
2. The Students' Score and Classification in Grammatical Error	64
3. Students' Writing Test Result	65
4. Pictures of the Research	89
5. Letters	91



CHAPTER I INTRODUCTION

This chapter deals with background, research questions, objective of the research, significance of the research and the scope of the research.

A. Background

Writing is one of the important and essential skills that should be possessed by English learners. In learning writing, students should practice their writing in order to let them develop in this skill. The students should be able to think about the ideas then express them in the written form. Since writing is difficult, the teacher must give some strategies and practices in teaching writing. Nowadays, some English teachers in SMPN 34 Makassar still teach the writing to the students by lecturing method without combining it with the other methods. It causes less interaction between students-teacher or students-students. The teacher often just asks the students to write without giving clear explanation and instruction about the writing, or do the writing tasks in the textbook or students' work..

In classifying linguistic errors, there are four taxonomies namely: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy (Dulay, 1982: 146). Junior High School students still make errors in their writing, especially the students who have a lot of ideas but not have enough knowledge of language to express what they want to write. They find it difficult to make English writing that are grammatically correct and acceptable. The main cause is that foreign language writing is linguistically different in many ways from native language writing. Besides, writing skill also can't be acquired in a short time. It requires the students to understand the spelling and punctuation, a sentence structures, vocabulary, and paragraph development. Because of that, they still make errors when they have to express or describe something in English, especially about the structure construction.

Errors play an important role in learning a foreign language. From the errors that students make, one can determine their level of mastery of language system and discover what they still have to learn. Foreign language teachers should realize errors made by the students. In an errors analysis, there should be at least two stages of activities that should be carried out. The first is identifying and describing errors based on the type of errors. There are four types of errors; they are addition, omission, malformation, and disordering

In teaching and learning process, English teacher often finds their students are not able to express their ideas in their writing, it is experienced by English teacher of SMPN 34 Makassar who stated that there are three main problems in writing faced by the students; lack of ideas, poor in grammar and mother tongue interference. Related to the situation happened at SMPN 34 Makassar, the present researcher had conducted a preliminary research to the ninth grade students of SMPN 34 Makassar. In this preliminary research, he administered a diagnostic test to measure their performance especially narrative and procedural writing. The present researcher found that most of the students are in "fair" and "poor" level. So that, from the result of preliminary research, Researcher concluded that it is still far away left from the curriculum expectation in writing subject. Realizing that the curriculum demand of writing class is contrast than the students' achievement, researcher focuses on helping the "difficult" students on writing. From this evidence, the researcher intends to conduct a remedial teaching to help them in their writing inability.

Based on the researcher's experience when researcher taught in SMPN 34 Makassar, the teacher seldom used the variation in teaching writing. For example, the teacher just used a handbook as a source of materials and asked for the students to do the writing tasks in the handbook. It made the students passive during the writing class and unenthusiastic in doing the writing tasks from the teacher. As a result, students' achievement in writing is low. In teaching writing, the use of various media, sources, and teaching activities are needed to attract students' attention. The teacher as a manager, who has the power to manage the class, should be able to create good, fun and interesting teaching and learning that enable the students to play active roles in the class.

This study intends to help the students of SMPN 34 Makassar who are at the third year to overcome their inability in writing class. The reason why the researcher conduct this research focuses on grammatical errors Indonesia narrative paragraph because the researcher want to know how many grammatical errors will be made by the students . Because it is shown in their syllabus that narrative paragraph is taught in the third year grade. Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method Indonesia teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly and awarded with their previous error.

Based on the consideration and statements above, the writer intends to conduct a research under the title “The Analysis of Grammatical Errors in Writing a Narrative Text at Ninth Grade Students of SMPN 34 Makassar”

B. Research Question

Based on the background above, the writer formulated research question as “How are grammatical errors made by the ninth grade students in writing narrative text at SMPN 34 Makassar?”.

C. Objective of the Research

Based on the problem statement above, the objectives of this research are to find out the grammatical errors made by the ninth grade students' in writing narrative text at SMPN 34 Makassar.

D. Significance of the Research

The result of this research is expected to be useful, both theoretically and practically. (1) Theoretically, this research is expected to be a terms of language teaching development, especially in writing and (2) practically, this research is expected to be: (a) source of information on how the teacher analyze the students grammatical errors in writing narrative text for writing class, (b) a good guidance for the students in improving writing ability by reduce grammatical errors, and (c) source of information for the next researchers who want to do further study in writing.

E. Scope of the Research

To avoid the research broadening, it is very important to made clarification of some issues that is limited. By discipline, this research deals teaching writing narrative text of third year students of SMPN 34 Makassar. By content, the writer focuses on grammatical errors in writing narrative composition. By activity, this research provided narrative text; means that the writer gave a topic of narrative text and analyze grammatical errors.

CHAPTER II

LITERATURE REVIEW

This chapter presents some previous related research findings, some pertinent ideas, conceptual framework and hypothesis.

A. Some Previous Related Research Findings

Some researchers conducted research on the use of grammatical errors in writing method which shows the positive analysis. The result of each researcher is cited below:

Purwanti (2013) research on *Descriptive Analysis of Grammatical Errors in Writing Descriptive Essay among the Eight Grade Students in MTS Amal Sholeh Sumogawe. Getasan. Semarang Regency on Academic Year Of 2012/2013* found that 187 items or 93% errors is intralingual errors and 14 items or 7% errors is interlingual errors. So, it can be inferred that errors occurs in the students' sentences is caused by lacks of grammatical understanding, and students more likely translate Bahasa Indonesia pattern into English without taking notice of grammar. So it is mostly caused by Interlingua factor which is grammar and structure, and the appliance of Bahasa Indonesia pattern into English which make it Interlingua errors.

Wahyuni et al (2014) research on *Analyzing Errors Made by the Grade VIII in Writing Recount Text* found that the ninth grade students of SMP Negeri 2 Parigi had poor ability in writing recount text. The highest percentage errors is made in subject-verb agreement by 89.2%, the third is spelling and punctuation by 85.7%, the third is simple past tense by 78%, the fourth is preposition by 67.8 %, and the last errors is pronoun by 28.5%. The main sources of those errors were interlingual errors and induced errors.

Meliyanti (2013) study on *An Analysis on Students' Grammatical Errors Indonesia Descriptive Texts Writing at the Third Grade of MTs Negeri Satu Atap Balaraja* found that the most errors that the students made are in "word choice." This error occurred because of students' mother tongue interference. The students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

For all the previous studies, the researcher strongly believes that most of the students have positive impression in analyze grammatical errors in teaching writing. From these findings, the researcher tried to integrate those findings into writing narrative text and analyze the students' grammatical errors.

B. Some Pertinent Ideas

1. Definition Errors Analysis

It is impossible that learners never make any errors in language learning process. Students can make errors when they write or speak and it is natural. The errors that they make are even potentially important for the understanding of language and it is as a part of learning process. Actually what is error? What kind of error that they made? Why they made errors?

Error is defined as an act involving an unintentional deviation from truth or accuracy. It is different from mistake, which defined as to misunderstand the meaning or intention. Error is more unintentional than mistake, which can be made on purpose.

Longman dictionary of Linguistic (1985 : 96) defines errors analysis as "the study and analysis errors made by the third and foreign language". Ellis (1985 ; 296) defines it as "working procedure used by researchers and language teacher to collect, identify, explain, classify, and evaluate errors". Brown (2000 : 1) states that researchers and teacher of third languages come to realize that the mistakes a person made in this process of constructing a new system of language needed to be analyzed carefully, for the possibly held in some of the keys to the understanding of the process of third language acquisition.

Richards (1974 : 1) states that errors analysis the study and analysis of errors made by the third or foreign language learners. There are some opinions about error analysis. Brown (1987: 259) in his book said that "Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis". It seems this concept is the same as the one proposed by Crystal Error Analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

From the two definitions above it clarifies that error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone Indonesia speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

2. Goal of Error Analysis

The most typical use of the error analysis is the teachers. It is designing pedagogical material and strategies. Error analysis is as a tool for investigating how learners acquire a third language and to provide the feedback value for the teacher. Dulay (1982: 138) stated that studying students' errors serves two major purposes:

- 1) It provides data from which inferences about the nature of the language learning process can be made.
- 2) It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from learner's ability to communicate effectively.

Based on the definition, it is known that errors analysis is necessary to conduct only for the errors made by learner in learning third or foreign language. Learning a target language (English) is different from learning one's mother tongue.

3. Types of Error

Each student has different types in making errors when they write paragraphs. According to Azar (1989: 29-30) in his book, types of errors fall into fourteen categories; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

Table 2.1
Guide for Correcting Errors

No	Types of Error	Example of Error	Error Correction
1	Singular-Plural	He <u>have</u> been here for six <u>month</u> .	He <u>has</u> been here for six <u>months</u> .
2	Word Form	I saw a <u>beauty</u> picture.	I saw a <u>beautiful</u> picture.
3	Word Choice	Researcher got <u>on</u> the taxi.	Researcher got <u>into</u> the taxi.
4	Verb Tense	He <u>is</u> here since June.	He <u>has</u> been here since June.
5	Addition	I want go to the zoo.	I want <u>to</u> go to the zoo.
6	Omission	Researcher entered <u>to</u> the university.	Researcher entered the university.
7	Word Order	I saw five times that movie.	I saw that movie five times.
8	Incomplete	I went to <u>bed</u> . Because I	I went to bed because I is

	Sentence	<i>is tired.</i>	<i>tired.</i>
9	Spelling	<i>An accident <u>occured</u>.</i>	<i>An accident <u>occurred</u></i>
10	Punctuation	<i>What did he <u>say.</u></i>	<i>What did he <u>say</u>?</i>
11	Capitalization	<i>I am studying <u>english</u>.</i>	<i>I am studying <u>English</u>.</i>
12	Article	<i>I had <u>a</u> accident.</i>	<i>I had <u>an</u> accident.</i>
13	Meaning not Clear	<i>He borrowed some smoke.</i>	(???)
14	Run-on Sentence	<i>My roommate is <u>sleeping, we didn't want</u> to wake her up.</i>	<i>My roommate is <u>sleeping. We didn't</u> want to wake her up.</i>

Furthermore, based on surface strategy taxonomy, there are four types of errors:

1) Omission (Ø)

Omission errors are characterized by absence of an item that must appear in a well-formed utterance. Omission can occur morphology. Learner often omit the third person singular morpheme –s, the progressive –ing, the plural marker –s and the past tense inflection –ed. A learner could say, for example: “A *strange happen to me yesterday*.” In syntax, learners may omit certain elements, which are obligatory, for example: “*Must say also the names?*” instead of “*Must we also say the names?*”

2) Addition

Addition errors are *characterized* by the presence of an item which must not appear in a well-formed utterance. There are three types of addition where errors have been observed in the speech of L1 and L2, namely double markings, regularization, and simple addition.

1) Double markings

Double markings are two items rather than one that is marked for the same feature. Dulay said that “This error is the defined as the failure to delete certain items which are required in some linguistic constructions but not in others.” In most English sentence, there is only one rule that is used in a sentence. For to the past form, but if the sentence is negative, the rule is not used. For example: “*researcher did invited me in her birthday party yesterday*.” in this sentence, there are two

markers for the past sentence, this error is called double marking error. The true sentence is “*researcher did not invite me in her birthday party yesterday*”.

2) Regularization

A rule typically applies to a class item, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular one to those that are irregular. For example: “*I **gotted** the blue jacket from my sister yesterday*”. The verb *get* is irregular verb, so the true is *got*. In this case, the learners made error Indonesia this type because they apply the rule of regular verb.

3) Simple addition

If an addition error is not a regularization and not a double marking, it is called a simple addition. There is no significance characteristic of this error. The example of this error are: “*That a cat is minell*, it is the simple addition error in using article *a*. And “*My computer do not work properlyll*, this is the example of simple addition error in using auxiliary *do* for *does*.

In this stage of interpreting the causes or sources of errors, the researcher makes use of the comparative taxonomy based on comparisons between the constructions of L2 errors and certain other types of construction. Considering this taxonomy, interlingua errors are caused by negative transfer or interference from the learner’s mother tongue. Transfer is one of the learning strategies in which the learners use their previous knowledge and experience of the mother tongue as a means of acquiring the target language, when certain system of learner’s native language are similar to that the target language.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. It classified into three parts:

1) Regularization

Regularization errors occur when the learner apply the rules of regular to irregular form. For example: *runed* for *run*, *speaked* for *spoke*, *teached* for *tought*, *toot* for *teeth*, etc.

2) Archi-form

Archi-form is the selection of one member of a class of forms to represent others in the class. For example in the sentence: “*I’ve many questions to ask him*”

3) Alternating form

As the learner’s vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. It means that the more grammar that the learners get, the high frequency of error that the learner made. For example: “*I like hell*. This sentence is example of errors in using pronoun.

4) Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in an utterance. For example: “*what daddy is doing?*” the correct one is “*What is daddy doing?*”

4. Sources of Error

According Richard (1974: 190) error are traceable to both language and other language source. A single conceptual framework uniting both these source alone seems to provide a meaningful frame for inquiry into error source and errors significance. The phenomenon of errors caused by the cross-association of both first language and third language.

Brown claims that there are three major sources of error. He labels interlingual transfer, intralingual transfer, and context of learning.

1) Interlingual transfer

Interlingual transfer happened because the native language or mother language interference. In these early stages, before the system of the third language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. This opinion is supported by Richards et al. that —Interlingual error is an error which results from language transfer, that is, which is caused by the learner’s native language.”

2) Intralingual transfer

Intralingual transfer (the transfer within the target language itself). Researcher have found that the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once learner have begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested. Richards, et al. (1992: 187) gave the same opinion that “An Intralanguage error is one which results from faulty or partial learning of the target language, rather than from language transfer.” Intralingual errors may be caused by the influence of one target language item upon another. For example a learner may produce *He is comes*, based on a blend of the English structures *He is coming* or *He comes*.

3) Context of learning

“Context” refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored third language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make error because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that is rottenly memorized in a drill but properly contextualized. As quoted by Hubbard (1983: 140-142) said that there are three major causes of error. Those are mother tongue interference, overgeneralizations and errors encouraged by teaching material or method.

4) Mother-tongue interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, most older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation, faulty grammatical patterns and occasionally topik the wrong choice of vocabulary.

5) Overgeneralization

The mentalist theory claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial, such rules may well produce the following patterns: “*where you went yesterday?*”, and “*where you did go yesterday?*”

6) Error encouraged by teaching material or method

Errors appear to be induced by the teaching process itself. Error is evidence of failure of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error. It is fairly easy to accept this in the early stages of language learning when controls are applied in the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but more difficult at later stages. However, it might be salutary for as to bear in mind the possibility of some of our students' errors being due to our own teaching.

5. The Differences between Error and Mistake

When we talk about error it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different. Mistakes are skin to slips of the tongue. That is, they are generically one-time only events. The learner who makes a mistake is able to recognize it is a mistake and correct it if necessary. On the other hand, an error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error. The learner in this case has incorporated a particular error nous form from the perspective of the target language into his or her system. (Susan and Selinker, 2008: 102)

Hubbard et al. also make differences between error and mistake. “Errors caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it; and unfortunate mistake caused by temporary lapse of memory, confusion, slip of the tongue and so on.” In other words, Ellis stated that “Error is a lack of knowledge and mistake is the students' posses knowledge of the correct form and it is just slipping up”.

Brown also gave the similar opinion about error and mistake. According to him, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. And a mistake is “slip”, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the deviation is pointed out to the speaker. Based on the opinions above the researcher conclude that error cause by lack of knowledge, the students

did not know what were they write and they cannot recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistake happened because temporary laps of memory and also slip of the tongue, actually the students have known about what they write but they just “slip up” and they can correct and recognize their own mistakes.

C. Grammar

1. The Understanding of Grammar

If talk about grammar, it will remember some patterns that always make us afraid of making mistakes either when we are speaking or writing English language. Grammar is frightened by most of English language learners because of their pattern or rules. Even for the students who want to become English teachers, it becomes the most frightened subject that they learn. However, it cannot separate grammar from a language, including English. That is because grammar is an essential component of both spoken and written language. It helps you to arrange the right choices of words and structures to make your communication as effective as possible. We learn from it how to combine words into a sentence, so they become appropriate and well-formed. (Howard, 2005: 12)

Ur (1988:4) states in her book “Grammar may be roughly defines as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.” “Grammar is sometimes defined as “the words are put together to make correct sentences’.

Thornburg (2001:1) states “Grammar as a system of rules (or patterns) which describes the formation of a language’s sentence Nunan (1999: 97) in his book “Third Language Teaching Language and Learningll stated Grammar is:

- a. An analysis of the structure of a language, either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker’s knowledge (a competence grammar). A contrast is often drawn between descriptive grammar, which provides a precise account of actual usage, and a prescriptive grammar, which tries to establish rules for the correct use of language in society.
- b. An analysis of the structural properties which define human language (a universal grammar)
- c. A level of structural organization which can be studied independently of phonology and semantic.

Grammar is a description of the structure of a language and the way Indonesia which linguistic units such as words and phrases are combined to

produces sentences in the languages (Richard, Platt Heidi, 1992: 24). The various definition of the grammar according to experts above can be identified by the key words of each definition and it can be concluded in a sentence. So the grammar is the study of the way words come together forming meaning and to make correct sentences.

2. The Grammatical Errors

The realization that the third Cowan (2008: 42-45) classified the grammatical errors made by third language learner divided into four sources, namely:

a. Performance Errors

Error is not due to the speaker's ignorance the grammatical rules. Instead, it is a processing mistake that occurs while a language learners or a native speaker is in the act of speaking or writing.

Example: - No matter where you live, the great taste of your favorite. Lays flavors are just around the corner. That example, the verb should be *is* (not *are*) to agree with the actual subject, *taste*. But the native speakers who produce this sentence, an advertisement researcher, were apparently influences by the immediately preceding noun, *flavors*, and thus incorrectly chose the plural form, *are*.

Performance errors such as this one probably constitute the smallest percentage off all errors that English language learners make.

b. Imperfect Learning

Often English learners simply have not internalized a rule and/or the restrictions that apply to that rules. Example: Does he goes to school every day? A learner who produces a sentence such as the example has probably not mastered the rules for forming English *yes/no* questions. The question is almost grammatically correct. The learner has put the auxiliary verb *do* in front of the sentence and made the form of *do* agree with the subject. However, the learners has also used the form of the main verb that agrees with the subject (*goes*), and this verb has to be in its bare infinitive form, *go*.

c. Overgeneralization

Overgeneralization occurs when a learner applies a grammatical rule to form that do not take it. To see his works, consider the large sot of verbs that are followed by an object and an infinitive complement.

Example:

	Verb	Object	Inf Complement
Mom	Advised ordered Got	Bill	(to go to the party)

All the verbs in that example have been called influence, because they all describe a state of affairs where the object (Bill) in influenced, by the subject of the sentence (Mom) to carry out the action expressed in the complement (go to the

party). It would not be surprising to find English language learners using the verb *make* to produce sentences such as this sentence: “*Mom made Bill go to the party.*” The error is very common for the learners with many different first languages. The problem is that *make* is one of very few verbs. That must be followed by a complement in the bare infinitive form.

d. Influence of the native language

Many of the grammatical sentences that English language learners produce result from the transferring of grammar rules from their native language to English. These first language transfer errors can take many forms. Instance, sometimes a grammatical property associated with the certain first language verb is transferred when the student begins to learn English.

3. The Purpose and Role of Grammar in Language Learning

Ur (1996:75) stated that the aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own. There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together. Language teachers may have no trouble in identifying ungrammatical sentence.

However, they may have problem in explaining why the sentences are ungrammatical. Therefore, it is important for teachers to have both implicit and explicit knowledge of grammar, so that they are able to use the language and to explain it as well. Such knowledge will also help teachers select appropriate techniques for presenting grammar items, and analyzing learners’ error and providing feedback and correction. Studying grammar helps someone to learn more the languages. Learning about a language is very different from being able to use language.

A grammar should serve as a reference by helping correct deviations from standard usage and by improving clarity and style. The purpose of learning grammar is to learn the language of which the grammar is a part. The teachers therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete. When we teach anyone of these types of structures, we are should be getting our students to learn quite a large number of different, though related, bits of knowledge and skills: how to recognize the examples of the structure when spoken, how to identify its written form, how to produce both its spoken and written form, how to understand its meaning in context, and produce meaningful sentences using it themselves. All these bits maybe presented in the form of a table thus.

Teachers sometimes were confused when they wanted to presented or teach grammar. They wanted to make their students like and easy in learning grammar. There is generalization about the best way to teach grammar. It is what kinds of teaching procedures should be used, and

have to take into both the wide range of knowledge and skills that need to be taught. As Ur wrote in her book, *Grammar Practice Activities*, researcher suggests four stages in teaching grammar; those are presentation, isolation, and explanatory, practice, and test. Moreover, Thornbury (2001: 6-7) suggests two basic principles for grammar teaching; those are:

a. The E-Factor: Efficiency = economy, ease, and efficacy

Given that dealing with grammar is part of a teacher's activities, and given that classroom time is very limited, it would be seem imperative that whatever grammar teaching is done as efficiently as possible. Efficiently can be broken down into three factors: economy, ease, and efficacy. When presenting grammar, a sound rule of thumb is: the shorter the better. It has been shown that economy is a key factor in the training of technical skills: when learning how to drive a car or operate a computer, a little prior teaching seems to be more effective than a lot. The more the instructors' piles on instructions, the more confused the trainee is likely to become. The same would seem to apply in language teaching: be economical in terms of planning and resources. The ease factor recognizes the fact that most teachers lead busy lives, have many classes, and simply cannot afford to sacrifice valuable free time preparing elaborate classroom materials. Of course, the investment of time and energy in the preparation is not always going to be possible. Generally speaking, the easier an activity is to set up, the better it is. Finally, the efficacy factor is the least easy to evaluate. We have to operate more or hunch than on hard data. Learning, like language, resists measurement. Of course, there are tests, and these can provide feedback to the teacher on the efficacy of the teaching/learning process.

b. The A-Factor: Appropriacy

No class of learners is the same: not only are their needs, interests, level, and goals going to vary, but their beliefs, attitudes and values will be different too. Thus, an activity that works for one group of learners – i.e. that fulfils the E-factor criteria – is not necessarily going to work for another. It may simply not be appropriate. Hence, any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy. Factors to consider when determining appropriacy include:

- 1) The age of the learners
- 2) Their level
- 3) The size of the group

- 4) The constitution of the group, e.g. monolingual or multilingual
- 5) What their needs are, e.g. to pass a public examination
- 6) The learners interests
- 7) The available materials and resources
- 8) The learners' previous learning experience and hence present expectations
- 9) Any cultural factors that might affect attitudes, e.g. their perception of the role and status of the teacher
- 10) The educational context, e.g. private school or state school, at home or abroad

Another contribution of effective teacher's presentation of new material, it cans helps to activate and hearness learner's attentions and effort. And there is effective presentation:

1) Attention

The learners are alert, focusing their attention on the teacher and/or the material to be learnt, and aware that something is coming that they need to take in.

2) Perception

The learners see or hear the target material clearly.

3) Understanding

The learners understand the meaning of the material being introduce, and its connection with other things they already known (how it fits into their existing perception of reality, or schemata)

4) Short – term memory.

The learner need to take the material into short term memory: to remember it, that is, until later in the lesson, when you and they have opportunity to do further work to consolidate learning. The knowledge of grammar is very important to express not only what we want to write but also what we want to say. To understanding and mastering grammar, people can make a good writing and communicate confidently.

From explanation above, the researcher concluded that by analyze grammatical errors will be success improve students ability Indonesia writing descriptive text.

D. The Concept of Writing

1. Definition of Writing

Writing means producing or reproducing oral message into written language. It involves a process to organize, formulate, and develop the ideas on the paper so that readers can follow the researcher's message. As state in Harmer (2004:4) that writing is divided into three criteria: process, content and medium.

In the process of writing, the researcher encounters four steps; planning, drafting, editing until final version (final written form) which all the processes affected by the content of what we have done in writing using the particular medium, such as pen and paper, computer word files, live chats, etc.

Bram (1995:11) described that writing is a kind of activity where the researcher expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph, and paragraph to essay. Ghaith (2002:4) also described that writing is a complete process that allows researcher to explore thoughts and ideas, and make them visible and concrete.

Therefore, the researcher concludes that writing is an activity to put our ideas in written form that all the elements of the language have important role in this activity like punctuation, spelling, grammar, and vocabulary.

2. Elements of writing

Jacobs (2004:3) states that there are five elements of writing which elaborates as follows:

1) Content

In order to have a good content of writing, its content should be well unified and completed. The term usually known as unity and completeness, this became the characteristics of the good writing. The main idea has to be explained and develop fully. When we say that a sentence has a unity, we mean that everything in it, has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is a necessary to that purpose.

2) Organization

In organization of writing concerns with the way of the researchers organized the ideas or the message in the writing. The purposes of the organizing the material in writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern that happened from the beginning to the end.

3) Vocabulary

One of requirement of a good writing always depends of the effective use of words. Effective use of words also deals with connotative or figurative language. They are all important nearly all form of writing, but particularly in personal description, word rich in association are more effective than those mainly transmit information.

4) Language use

Language use writing involves correct usage endpoints of grammar there are many points of grammar, such as verbs, nouns, and agreement. Specific nouns and strong verbs give a reader a mental image description. These specific nouns can be characterized by using modifiers of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verbs, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since we have an opportunity to reread and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement and in case of noun and pronoun.

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the researcher means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

- a) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides, through correct capitalization of sentence, it also helps reader to differentiate one sentence to others;
- b) Punctuation. It can be used as a unit of meaning and suggest on how the units of it relate to each other;
- c) Spelling. There are three important rules followed in using spelling appropriately. They are suffixes, plural formation, and handling error within the words.

In this research, the researcher focused and analyzed grammatical errors in writing descriptive text.

E. Narrative text

1. Definition

According to Heffernan and Lincoln (1986: 86) said that "Narration or story telling is writing about a succession of events." Learner writes about an incident or a series of incidents in which action dominates. Moreover, Scholes and Comley

(1985:11) proposed that “A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative researcher, who invents the events to be narrated, and the reporter or researcher who seeks to record or recover some actual sequence events.” The purpose of narrative is it can be to make the audience think about issue, teach them a lesson, or excite emotions.

Narration can be presented as written or spoken texts. Written narratives often take the form of novels, the story is usually told by a narrator. If the narrator is one of the characters in the story, the story is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person. Narratives text can be found in diaries, journals, newspapers, biographies, and autobiographies. Below the language feature of narrative paragraph:

1. Focus on specific participants
2. Use of past tense
3. Use of temporal conjunctions and temporal circumstances
4. Use of material (or action) processes
5. Use of relational and material process

Form the definition above, it can be concluded that narrative text is a short story, report on an event and a happening that unfolds in time. Narrative can be presented by written from novel, journals, newspapers, biographies, and autobiographies.

2. Generic Structure of Narrative Texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- a. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- b. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- c. Resolution

In a “satisfying” narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are:

- a. Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.
- b. Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
- c. Sequence of events, where the characters react to the complication.
- d. Resolution, where the characters finally solve the problem in the complication.
- e. Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

F. The Characteristic of Good Paragraph

Mc. Crimmon in Wallu (2009:12) states that a good paragraph should have four characteristics :

- a. Unity

It means that every sentences in a paragraph contribute to develop topic. It develops without getting of tract. This means that all developments support the topic sentence.

- b. Completeness

Paragraph is complete when it provides information well developed enough to convince the reader of truth. In complete paragraph, the researchers provide the readers with restricted topic sentences and sufficient information to clarify, analyze and support the main idea that which is stated in the topic.

c. Order

The organization of information in a paragraph is represented in a desirable sequence. The order of information in a paragraph depends on the subject matter, the purpose of the writing and the researchers presence.

d. Coherence

Coherence mean is each sentence in a paragraph is closely related to the next. It takes the reader logically and smoothly from one sentence on the next so that ideas stick one another.

Based on the theory of paragraph above the writer concluded that a good paragraph is a mini essay which should demonstrate three components that include: introduction that is a topic sentence; body which includes supporting details; and conclusion or a transitional sentence to the paragraph that follows. A good paragraph has the characteristics of unity, completeness, order and coherence.

G. Conceptual Framework

In this study, the researcher analyzed the on the students' writing ability focus on descriptive text. The researcher, in this case, is wondering whether the students in the research location are able to improve their writing ability by analyze grammatical errors as teaching method that they need to accomplish. The writer will analyze the students' grammatical errors such as noun, incomplete sentence, spelling, punctuation, capitalization, article, and meaning not clear.

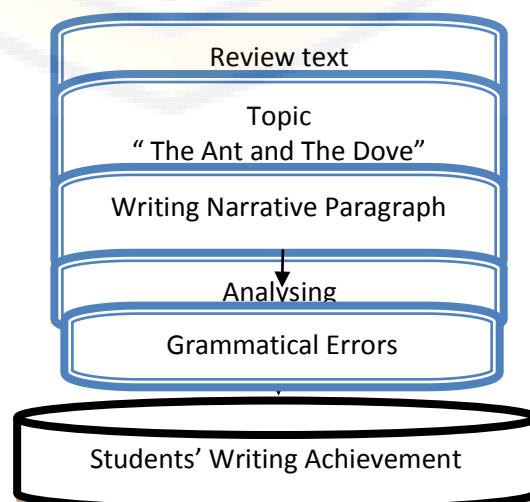
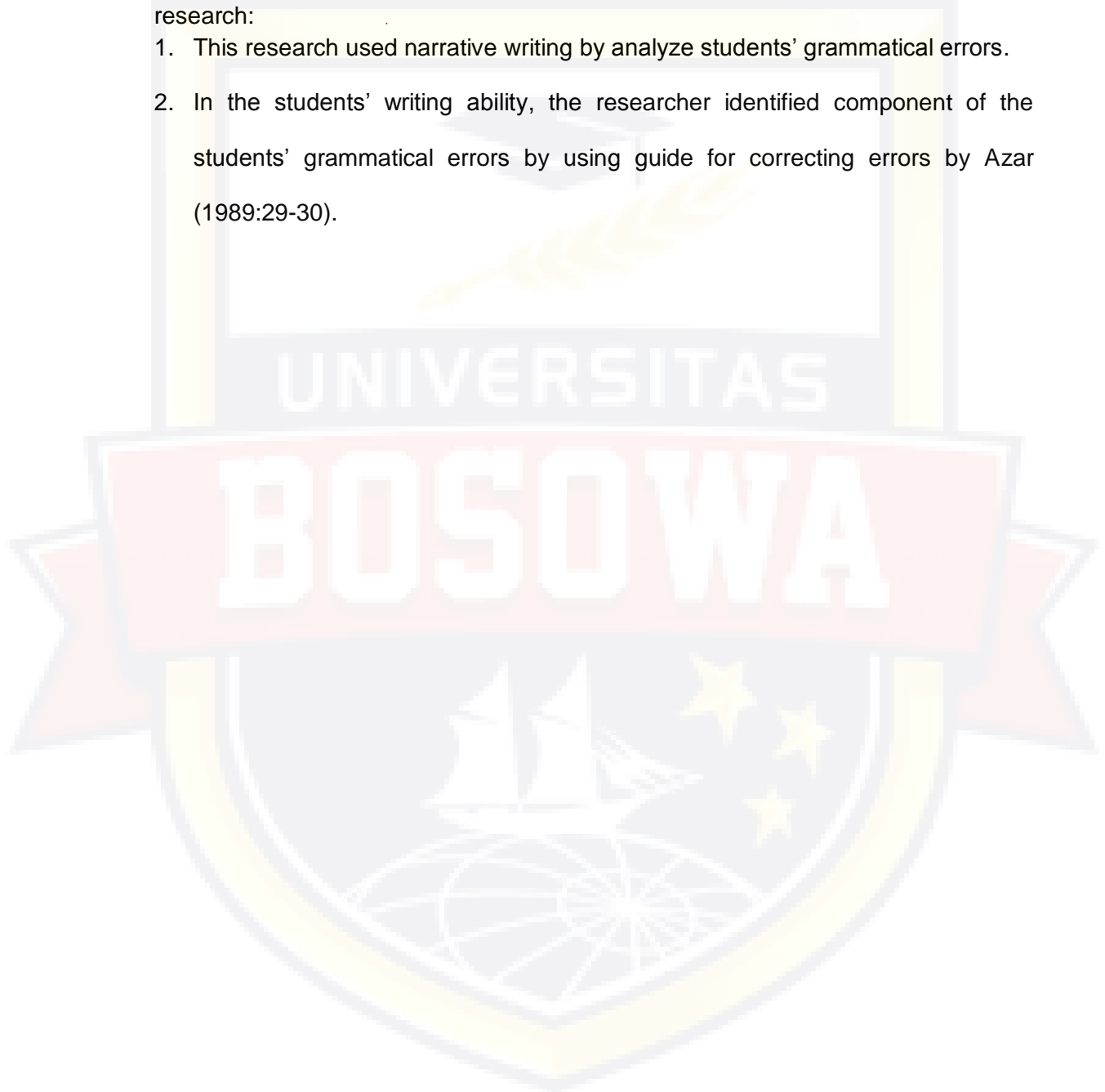


Figure 2.1. Conceptual framework

The following is the explanation of the conceptual framework of this research:

1. This research used narrative writing by analyze students' grammatical errors.
2. In the students' writing ability, the researcher identified component of the students' grammatical errors by using guide for correcting errors by Azar (1989:29-30).



CHAPTER III RESEARCH METHOD

This chapter presents location of the research, research design, variables and operational definition of variables, subject of the research, variable of the research, research instrument, procedure of collecting data, and technique of data analysis.

A. Location and Time of the Research

The research conducted at SMP Negeri 34 Makassar. This school located at Jl. Terpedo III No. 2 Sudiang Raya, Biring Kanaya. The research was conducted on July and August 2017 in academic year 2017.

B. Research Design

The writer used qualitative analysis method in this research. The researcher observed the process of teaching and learning in the classroom. So, the writer collected the students' writing test in the classroom and analyzed it through classifying their error based on the Azzar classifications. After that, the writer described the number of errors in the table form as recapitulation of the errors the students have made. The writer described errors in each sentence and give reconstruction of whole composition.

C. Subject of the Research

The subject of the research was the ninth grade students of SMPN 34 Makassar. The research took class IX-I as the sample of the research. Total sample of the research was 24 students

D. Variables of the Research

This research has two kinds of variable; they are independent variable and dependent variable. The independent variable was analyzing grammatical errors focuses on narrative text while dependent variable was students' writing achievement.

E. Instrument of the Research

The instrument of research is a writing test. The students wrote a narrative text with the topic “The Ant and the Dove”. The writer analyzed the students’ grammatical errors to know their ability in writing a narrative text.

F. Procedure of Collecting Data

The writer used an independent essay test. It describes about “The Ant and the Dove” the students had wrote a short paragraphs related to the topic. The procedures of the research are:

1. Firstly, writer met the headmaster to get his permission to make a research in his school.
2. One week after that writer came to the field and give the students IX the writing test.
3. Then, the students do the test in the classroom for 45 minutes.
4. Writer collected their writing test.
5. After that writer analyzed their work in order to find the error that by the students.
6. Finally, writer analyzed total error and made the percentage of errors.

G. Techniques of Data Analysis

In this research, the data were collected from the test. It analyze quantitatively including descriptive statistics. The writer analyze the data by using descriptive analysis technique (percentage) in which is described in the table of percentage. The formula is:

$$P = \frac{F}{N} \times 100\%$$

Note :

- P : Percentage
 F : Frequency of error occurred
 N : Number of sample which is observed

Classifying the students' score of the test was classified into five levels as follow :

Table 3.1. Students' Score and Classification

Score	Grade	Remark
80-100	Excellent	A
66-79	Good	B
56-65	Fair	C
40-55	Poor	D
30-39	Very Poor	E

Gay (2006:173)

The writer calculated t-test, mean score and rate percentage using SPSS 16.

RESEARCH INSTRUMENT

JUDUL: The Analysis of Grammatical Errors in Writing a Narrative Text at The Ninth Grade Students of SMPN 34 Makassar

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1)
Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

2. Tes ini bertujuan untuk mengetahui kemampuan menulis siswa dalam mengembangkan sebuah karangan berbentuk Narrative text.
3. Hasil test akan menjadi data penyusunan skripsi pada jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan Universitas Bosowa Makassar.
4. Peneliti sangat mengharapkan agar siswa dapat menulis narrative text secara mandiri.
5. Atas partisipasi dan kerjasama para siswa,peneliti mengucapkan banyak terimah kasih.

Nama :

Nis :

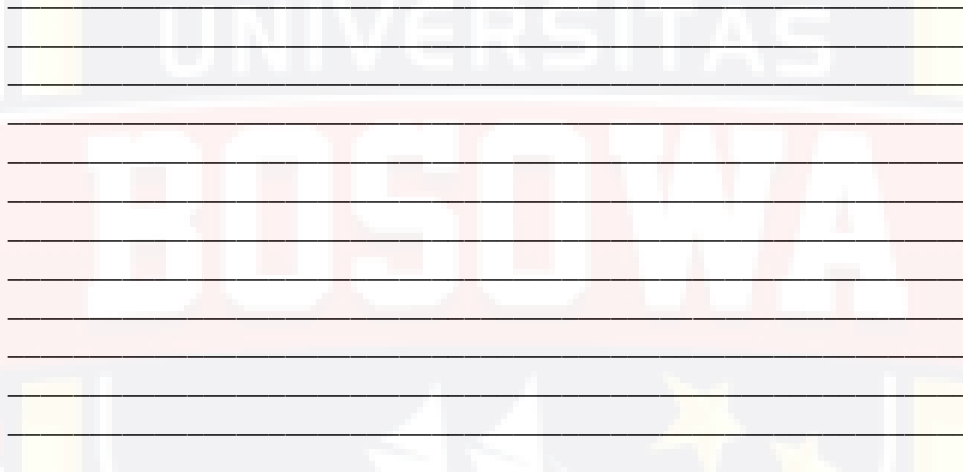
Kelas :

Petunjuk Pengisian

- 1. Tulis sebuah narrative text dengan topik “ The Ant and the Dove”.
- 2. Komposisi tulisan 50 – 150 kata.
- 3. Waktu menulis 45 menit
- 4. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan.

Direction : Please write down the narrative text “ The Ant and the Dove”.
Your word not more than 50 – 150words

Answer :



“ Good Luck “

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings of the research and discussion. The finding consists of the description of the result of data collected through test and discussion consists of explanation about the finding.

A. Findings

To collecting data the writer employed a test. The test was applied in one meeting.

In analyzing the data, the writer presented each sub items test, namely underlined words, and complete sentences. The writer described into table to show the data after made research in the classroom.

1. The Students' Test Result

Table 4.1. The Students Score and Classification of Grammatical Errors

No	Initial of Students	Score	Classification
1	M.Y. P	60	Fair
2	I. G.S	65	Fair
3	H. A	70	Good
4	M. K	80	Excellent
5	IS W	75	Good
6	R. A	80	Excellent
7	R	80	Excellent
8	M. R. B	60	Fair
9	F. S. T	60	Fair
10	R. B	90	Excellent
11	A. M. S	95	Excellent
12	A.D.A	60	Fair
13	M.F.I	60	Fair
14	P. K. D	80	Excellent
15	N. A.R. Z	60	Fair

16	N. P. K	90	Excellent
17	N	90	Excellent
18	A. B	85	Excellent
19	E. R. H	75	Good
20	F	85	Excellent
21	M. L	80	Excellent
22	M. S. A	75	Good
23	I. A. M	60	Fair
24	A. N. M	90	Excellent
Total		1805	
Mean Score		75	Good

Source : SMP Negeri 34 Makassar

Based on the table above after the writer conducted research show that 12 students was classified as excellent, 4 students was classified as good, 8 students were classified as fair, and none of the students classified as poor or very poor. The table above shows that the classification of the students based on the test result is 1805 and their mean score is 75. Form the result of the test show that students were motivated and followed all instruction which has been given by the writer.

2. Analysis

In order to avoid subjectivity, the students' name are coded (i.e student 1 are coded as S1) and kept anonymous. The error sentence is coded ES (Erroneous Sentence) and the reconstructed sentence are coded RS.

M. Y. P : one hot day, these ant where seeking for some water. After walking for a moment ~~he~~ come to a spring. To reach the spring, he must climb up a blade of grass.

while making he way up, he slipped and ~~fen~~ unintentionally into the water. he could have a sink IF the chue under the tree not see him.

seeing the ant was in trouble, the dove quickly put the leaf and dropped into the water hear the strugling ant. The ant move to leaf and climb up quickly crossing him safely into the ground

Analysis: There are seven errors found in the S1's narrative writing. The underlined clauses are the errors made by the students. First ES "**there ant where seeking for some water**" is reconstructed to be "**the ant where seeking for some water**". The word "**there**" may be used incorrectly. There is an adverb that means in, at or to that place. So, the correctly word may replace there is "**The**".

It appears that the subject pronoun "**he**", "**him**" and the verb "**come**" are not in agreement. The word that may replace the word "he" is "It". The plural verb **move** does not appear to agree with the singular subject **the ant**. Consider changing the verb form for subject-verb agreement. The correct word is "moves"

I. G. S : One hot day, there ant where seeking for some water. After walking for a moment, he came to a spring. To reach the spring, he must climb up a blade of grass. While making he way up, he slipped and fell unintentionally into the water. He could have a sunk if the dove under the tree not see him. Seeing the ant was in trouble, the dove quickly put the leap and dropped into the water near the struggling ant. The ant move to leap and climb up quickly crossing him safely into the ground.

Analysis: There are two errors found in the S1's narrative writing. The underlined clauses are the errors made by the students. First ES "**there ant where seeking for some water**" is reconstructed to be "**the ant where seeking for some water**". The word "**there**" may be used incorrectly. There is an adverb that means in, at or to that place. So, the correctly word may replace there is "**The**". Second ES "**he come to a spring**" is reconstructed to be "**it comes to a spring**".

It appears that the subject pronoun “**he**”, “**him**” and the verb “**come**” are not in agreement. The word that may replace the word “he” is “It”. The plural verb **move** does not appear to agree with the singular subject **the ant**. Consider changing the verb form for subject-verb agreement. The correct word is “moves”

H.A :

One hot day , there ant where seeking for some water. After walking for a moment. he came to a spring . To reach the spring , he must climb up a blade of grass.

While making he way up, he slipped and fell unintentionally into the water, he could have a sunk if the dove under the tree not see him.

&

Seeing the ant was in trouble, the dove quickly put the leaf and dropped into the water near the struggling ant. The ant were to leap and climb up quickly crossing him safely into the ground.

Analysis: There are seven errors found in the S1’s narrative writing. The underlined clauses are the errors made by the students. First ES “**there ant where seeking for some water**” is reconstructed to be “**the ant where seeking for some water**”. The word “**there**” may be used incorrectly. There is an and adverb that means in, at or to that place. So, the correctly word may replace there is “**The**”.

Second ES “**he come to a spring**” is reconstructed to be “**it comes to a spring**”. It appears that the subject pronoun “**he**”, “**him**” and the verb “**come**” are not in agreement. The word that may replace the word “he” is “It”. The plural verb **move** does not appear to agree with the singular subject **the ant**. Consider changing the verb form for subject-verb agreement. The correct word is “moves”

M.K :

one hot day ~~ant~~ the ant seek the water after go around during few ~~day~~ time this come to spring, for reach ~~spring~~ the spring ~~it~~ this must climbing a grass

while make a trip ~~it~~ this slip and fall to the water this can sink when the dove in the ~~tree~~ near tree not yet look it

look the ant in the trouble the dove past pick leaf and drop to the water near ant, ~~the~~ ant ~~moving~~ moving and up to there, quickly picking with save to the ~~pray~~ dry land

Analysis: There are four errors found in the paragraph. The first ES “**this come to spring**”. The correct word is “**It comes to the spring**”. It appears that the subject pronoun **it** and the verb **come** are not in agreement. Consider changing the verb. The second ES “**while make a trip, this slip and fall to the water**”. The correct word is “**while making a trip, it slips and falls to the water**”. The verb **make** may be in the wrong form after the subordinating conjunction **While**. Consider changing it to the gerund form. The third ES “**This must climbing a grass**”. The correct word is “**it must climb a grass**”. The fourth ES is “**the ant moving and up to there**”. The correct sentences is “**The ant moving up to the leaf**”. The word **tre** is not correct word. The correct word is “**tree**”. It appears that the negative verb form **not look** is incorrect. Consider changing the verb form. The word may replace “**does not yet look**”. The noun phrase **leaf** seems to be missing a determiner before it. Consider adding an article. The correct added before “leaf” is “**a/the leaf**”.

one hot day, the ant seek the water. After go around during ~~the~~ few time, this come ~~to~~ the spring. For reach ~~spring~~ the spring must ~~climbing~~ climbing a grass.

while make a trip, this slip ~~and~~ and fall to the water. this can sink when the dove in ~~the~~ ~~near~~ near tree hat ~~leaf~~ ~~in~~ see lookit ~~at~~

look the ant ~~in~~ in the trouble, the dove fast pick leaf and drop to the water near ant. the ant moving to the leaf and ~~climbing~~ climbing up to there. ~~Q~~ vickly ~~pick~~ picking ~~at~~ whif safe to the ~~the~~ dry land.

I.S.W:

Analysis: There are four errors found in the paragraph. The first ES “*this come to the spring*”. The correct word is “*It comes to the spring*”. It appears that the subject pronoun *it* and the verb *come* are not in agreement. Consider changing the verb. The second ES “*this slip and fall to the water*”. The correct word is “*it slips and falls to the water*”. The verb *make* may be in the wrong form after the subordinating conjunction *While*. Consider changing it to the gerund form. The third ES “*This can sink when ...*”. The correct word is “*It can sink when...*”. The fourth ES is “*the ant moving and up to there*”. The correct sentences is “*The ant moving up to the leaf*”. Other errors grammatical is capital letter. Most of the students didn’t pay attention on it.

R.A :

one hot day, the ant seek the water. After go around during few time, This come to spring. for reach the spring, This must climbing the a grass. while Make a trip, this a slip and fall to the water. This can sink when the dove in the near tree not yet look. Look the ant in the trouble, the dove fast pick leaf and drop to the water near ant. The Ant moving to the leaf and up to there. Quickly picking white safe to the dry land.

Analysis: There are three errors found in the paragraph. The first ES “*this come to the spring*”. The correct word is “*It comes to the spring*”. It appears that the subject pronoun *it* and the verb *come* are not in agreement. Consider changing the verb. The second ES “*For reach the spring, this must climbing the a grass*”. The correct word is “*To reach the spring, it must climbing the grass*”. The third ES “*this a slip and fall to the water*”. The correct word is “*it slips and falls to the water*”. The verb *make* may be in the wrong form after the subordinating conjunction *While*. Consider changing it to the gerund form. Other errors grammatical is capital letter. Most of the students didn’t pay attention on it.

R :

* One hot day, the ant seek the water. After go around during few time, this come to spring. For reach the spring. This must climbing a grass.
 * While make a trip, this slip and fall to the water. this can sink when the dove in the near tree not yet look
 * Look the ant in the trouble, the dove fast pick leaf and drop to the water near ant. The ant moving to the leaf and up to there. Quickly picking white safe to the dry land

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S6).

M.R.B :

One hot day, there ant where seeking for some water. After walking for a moment, he come to a spring. To reach the spring, he must climb up a blade of grass.

Temporary while making he way up, he slipped and pen unintentionally into the water. He sink if the dove under the tree not see him.

Seeing the ant was in the trouble, the dove quickly put the leaf and dropped into the water near the struggling ant. The ant move to leaf and climb up ~~the~~ quickly crossing him safely into the ground.

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S1).

F.S.T :

one hot day, The ant : re search water. After to go around during several time, it come Spring water. For achieve spring, it must climb a leaf grass.

while. make the trip, it slide and fall in the water. It can sink if Pigeon in near tree not yet look. The ant see that. The ant in difficult, Pigeon fast to pick leaf and let fall in the water near. the ant then to move to leaf and go climb in there. all quickly it's save to land dry.

Analysis: There are four errors found in the paragraph. The first ES “*the ant research water*”. The correct sentences is “*The ant searching for water*”. It appears that the subject pronoun *it* and the verb *come* are not in agreement. Consider changing the verb. The second ES “*After to go around during several times, it come to spring water*”. The correct sentences is “*After go around during several times, it comes to the spring water*”. The third ES “*For reach the spring, it must climb a leaf grass*”. The correct sentences is “*To reach the spring, it must climbing the grass*”. The fourth ES “*quickly it's save to land dry*”. The sentences

should be **“Quickly it’s save to dry land”**. It appears that the negative verb form **not yet look** is incorrect. Consider changing the verb form. The word may replace **“does not yet look the ant”**. Another errors is mistyping and utilizing capital letter.

R.B :

One hot day, The ant searching water. After go to around several time, it come ~~spring~~ water. For ~~get~~ spring, it must a leaf grass.

While make the trip, it slide ~~can~~ and fall on the water. It can sink if pigeon in near tree not see.

Look that the ant difficult, The dove ~~is~~ flash to pick leaf and to drop in the water the ant near. The ant move to leaf and to climb in there. The dove bring it's safe to land dry

Analysis: There are three errors found in the paragraph. The first ES **“..., it come to spring water”**. The correct sentences is **“....it comes to the spring water”**. It appears that the subject pronoun **it** and the verb **come** are not in agreement. Consider changing the verb. The second ES **“For get spring, it must a leaf grass”**. The correct sentences is **“ To get to the spring, it must climbing the grass”**. The third ES **“The dove flash to pick.....”**. The correct sentences is **“ The dove pick up the leaf....”**. Another errors is mistyping and utilizing capital letter.

A.M.S :

One hot day, the ant ~~looking~~ research water. After to go around during several time, it come to spring water. For ~~research~~ get spring, it must climb a leaf grass. While make the trip, it slide and fall in the water. It can sink if pigeon in the near tree ~~is~~ not get look. See look that ~~at~~ the ant in difficult, pigeon ~~is~~ fast to pick leaf and let fall in the water near the ant, ~~it~~ move all to leaf and climb in there. Carry quickly it's safe to ~~land~~ dry land.

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S10).

A.D.A :

one hot day, the ant ^{searching} ~~looking~~ the water. After to go around several time, he come to spring, to get spring. ~~he~~ must climb a grass.

while make street, he slide and fall in water. he can ~~not~~ sink ~~if~~ the dove in a tree near ~~he~~ not see him.

To ~~see~~ ^{difficult} contemplate that the ant ~~can't~~ ^{can't} ~~find~~ the water near the ant. The ant move to ~~the~~ leaf and to climb in there. Soon bring with luck safe to cultivated soil.

Analysis: The paragraph is exactly same with previous paragraph (S11). The addition for ES is “..., **it come to spring water**”. The correct sentences is “**Look the ant in trouble...**”. Another errors is mistyping and utilizing capital letter.

M.F.I :

One hot day, The ant ^{searching} the water. After to go around several time, he come to spring. To get spring, he must climb a grass.

while make street, he slide and fall in water. He can sink if the dove in a tree near not see him.

To ~~see~~ ^{difficult} contemplate that the ant ~~can't~~ ^{can't} ~~find~~ the water near the ant. The ant move to leaf and to climb in here. Soon bring with luck safe to cultivated soil.

Analysis: The paragraph is exactly same with previous paragraph (S12).

The addition for ES is “..., **After to go to....**”. The correct sentences is “**After got to around.....**”. It appears that the subject pronoun “**he**”, “**him**” and the verb “**come**” are not in agreement. The word that may replace the word “he” is “It”. The plural verb **move** does not appear to agree with the singular subject **the ant**. Consider changing the verb form for subject-verb agreement. The correct word is “**moves**”. Another errors is mistyping and utilizing capital letter

P.K.D :

one ~~hot~~ ^{not} day, the ant ~~looking for~~ ^{searching} the water. After to go around several time, he come ~~to~~ ^{to} Spring. To get spring, he must climb a grass.

While make street, he slide and fall in water. He can sink if the dove in a tree near not see him.

To cotemplate that the ~~ant~~ ^{ant} difficult, the Dove fast to pick leaf and fall water near the ant. The ant move to leaf and to climb in here. Soon bring with ~~safe~~ ^{safe} to whtivated soil

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S13).

N.P.K :

One hot day, the ant ~~looking for~~ ^{searching the} water. After to ~~go~~ ^{go} around several time, he come to Spring. To get spring, he must climb a grass.

While make street, he slide and fall in the water. He can sink if the ~~dove~~ ^{dove} Dove in a tree near not see him.

To cotemplate that the ant ~~complicated~~ ^{difficult}, The dove fast to pick the leaf and fall in the water near the ant. The ant move to leaf and to climb in there. Soon bring with safe to cultivated soil.

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S13).

N :

One hot day, an Ant searching water. After go around while
several time, it come to well. To reach spring, it must climb a grass.

While make trip, it slide and fall ~~in~~ inside water. It can sink if dove
a near tree can't see

Look an Ant in trouble, ~~dove~~ ^{the} fast to pick leaf and falling ~~in~~ inside
~~water~~ near water Ant. An Ant go move leaf and climb in there. Quickly
carry it ~~save~~ to dry land.

Analysis: The ES is “..., **After to around while....**”. The correct sentences is “**After got around several time, it comes.....**”. It appears that the subject pronoun “**he**”, “**him**” and the verb “**come**” are not in agreement. The word that may replace the word “**he**” is “**It**”. The plural verb **move** does not appear to agree with the singular subject **the ant**. Consider changing the verb form for subject-verb agreement. The correct word is “**moves**”. Another error is mistyping and utilizing capital letter and didn't put article in the place.

N :

one hot day, an ant searching water. After go around while
 several time, it come to well. To reach spring, it must climb
 a grass.

while make trip, it slide and fall in ~~beside~~ water. It can
 sink. If dove a near tree can't see.

Look an ant in trouble, dove fast to pick leaf and falling
 inside near water ant. Ant go move leaf and climb in there.
 Quickly carry it safe to dry land.

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S16). Another error is mistyping and utilizing capital letter and didn't put article in the place.

A.B :

one hot day, an ant searching water. After go around while
 several time, it come to well. To reach spring, it must climb
 a grass.

while make trip, it slide and fall in side water, it can sink if
 dove a near tree can't see.

Look an ant in trouble, dove fast to pick leaf and falling
 inside near water ant - Ant go move leaf and climb in there.
 Quickly carry it safe to dry land.

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S16). Another error is mistyping and utilizing capital letter and didn't put article in the place.

E.R.H :

one hot day, an ant searching water. After go around while
 several time, it come to well. To reach spring, it must climb a
 grass.

while make trip, it slide and fall in side water. It can
 sink if dove a near tree can't see.

Look an ant in trouble, dove fast to pick leaf and falling
 inside near water ant. Ant go move leaf and climb in there.
 Quickly carry it safe to dry land. the leaf

Analysis: The paragraph is exactly same with previous paragraph (S16).

The addition for ES is “**The ant move leaf and climb in there....**”. The correct sentences is “**The ant move and climb to the leaf**”. Another error is mistyping and utilizing capital letter and didn't put article in the place.

Another errors is mistyping and utilizing capital letter

F : one hot day, The ant searching water. After go around while several time, It come to Spreng . For get spreng , It must clim grass.

while make trip, It slide and fall in ~~side~~ side water . It can sink if the dove in a tree near ~~the~~ ~~tree~~ . can not looking

~~It~~ see that The ant in trouble , the Dove flash to pick leaf and falling to in side water near the ant . The ant move to leaf and elimb to there. quickly carry it safe to dry land.

Analysis: The paragraph is exactly same with previous paragraph (S13).

The addition for ES “**..., After to around while several time, it come to spreng....**”. The correct sentences is “**After got around several time, it comes to the spring**”. Another error is mistyping and utilizing capital letter and didn't put article in the place. Another errors is mistyping, utilizing capital letter and didn't put article in the place .

M.L :

ANSWER :

The Ant And The Dove

One hot day, ~~at~~ the ant looking water. After ^{walking} ~~around~~ ^{around} several time, he come to water eye. For get period young shoot, he must climb a grass.

While make a trip, he slide and fall ^{inside} ~~in~~ air. He can sink if the dove in ~~in~~ near a tree can't see.

See that, the ant in trouble, the dove quickly to pick leaf and falling to ~~in~~ ^{inside} ~~in~~ water near the ant. The ant move to leaf and climb ~~there~~ to there. Quickly carry it safe to dry land.

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S1). Another error is mistyping and utilizing capital letter and didn't put article in the place.

M.S.A :

one hot day, The ant looking ~~water~~. looked for water. After ^{walking} ~~around~~ ^{around} several time, it come to ~~speeng~~ ^{speeng}. For water eye. For get ~~speeng~~, it must climb a grass.

while make trip, it slide and fall in side water. it can sink if the dove in a tree near. can not looking

she that, the ant in trouble, the dove quickly to pick leaf and falling to ~~in~~ ^{inside} ~~in~~ water near the ant. The ant move to leaf

Analysis: The paragraph is exactly same with previous paragraph (S9). The addition is it appears that the negative verb form **not yet look** is incorrect. Consider changing the verb form. The word may **replace** "does not yet look the ant". Another errors is mistyping, utilizing capital letter and didn't put article in the place.

I.A.M:

The Ant And The Dove

One hot day, the ant is ^{walking} looked for water. After around several time, he came to water eye. For get period young shoot, he must climb a grass.

While make a trip, he slide and roll in water. He can sink if the dove in a tree near can not looking.

See that the ant in trouble, the dove quickly to pick leaf and falling to inside water near the ant. The ant move to leaf and

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S1). Another error is mistyping and utilizing capital letter and didn't put article in the place.

A.N.M :

One hot day, an ant searching water. After to go around ~~several~~ several time, he comes to spring. for achieve spring, It must climb a ~~leaf~~ leaf.

During make a trip, It slide and fall down to the water. It can sink if the pigeon in the ~~near~~ near tree not yet see it.

View that the ant in complicated, the pigeon fast for pick a leaf and fall in to the water near the ant. The ant moving to leaf and rise at the leaf. After That, The pigeon Bring the ~~ant~~ safe ant to the land.

Analysis: No explanation is necessary. The paragraph is exactly same with previous paragraph (S1). Another error is mistyping and utilizing capital letter and didn't put article in the place.

B. Discussion

1. Description of Errors

Based on the writing test of the students, it could be observed that there are 24 students' writing, from which the researcher found errors, in punctuation, spelling, word choices, and grammar.

2. The Interpretation of Causes of Errors

Before the writer conducted the research, the writer sharing her opinion with English teacher at SMP Negeri 34 Makassar about the test that would be given to the students. English teacher also said that this was a new method to apply in their school. The writer found that most of the grammatical errors by changing the verb. As the subject of a sentence or clause, a personal pronoun can be in the first person (*I, we*), the second person (*you*), or the third person (*he, she, it, they*). The same personal pronouns are either singular (*I, you, he, she, it*) or plural (*we, you, they*). Form of the verb agrees with the form of the personal pronoun. A gerund is a verbal that ends in **-ing** and acts like a noun. When a subordinating conjunction (such as *after, because, and when*) is immediately followed by a verb, the verb must be in the gerund form. There are no exceptions to this rule.

Besides that, an article (**a, an, or the**) is a type of determiner. Possessive adjectives (*my, his, our*), possessive nouns (*Joe's, mother's*), and quantifiers (*each, every*) are also determiners. Single countable nouns usually require a determiner. Most of the students didn't put a capital letter in the beginning of sentences. Some of them didn't put determiner in the right place and mistyping. The researcher found two general causes of errors in analyzing the errors in students' sentences. The first is interlingua

errors. It is caused by the differences between the English and Indonesian rules or the influences from the learner. It makes difficulties to the students and they tend to produce negative transfer from Indonesian into English. In fact, the rules of English and Indonesian are different. The students usually transfer Indonesia into English. As the result, they produce errors. In addition from the students test result show that most of the students classified as excellent in writing narrative text. Total score is 1805 and the mean score is 75 and classified as good.

From the frequencies of the sources of errors above, it was conclude that the students' errors were caused by some sources; developmental, ambiguous, interlingua and unique errors. The students tend to make errors as the result of their native language transfer since they have not been familiar with the English language system which makes them lack of competence to the target language

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, consisted of two parts, namely conclusion and suggestion of the finding.

A. Conclusion

Based on the previous chapters, this research was carried out to analyze and classify the students grammatical errors in writing narrative text. The. Total score is 1805 and the mean score is 75 and classified as fair. To sum up, it showed that the usage of the grammar in writing is difficult for the students. So that, the analysis of the students' grammatical errors in writing is very important because the teachers can know the factual condition of the student's ability in writing and what kinds of error that the students probably do in their writing for the next time.

Theoretically, error is acceptable in learning process and it is as a part of learning itself. That is why some errors happened when the writer conducted the research. it can be inferred that errors occurs in the students' sentences is caused by lacks of grammatical understanding, and students more likely translate Bahasa Indonesia pattern into English without taking notice of grammar. So it is mostly caused by intralingual factor which is grammar and structure, and the appliance of Bahasa Indonesia pattern into English which make it interlingual errors.

B. Suggestion

Error is something unavoidable in teaching and learning process of foreign language. Therefore, it can be improved by learn more about both enhance vocabularies and grammatical function. Here are some suggestions that hopefully can be applied in teaching and learning process.

1. The teachers have to give interesting topics which are familiar for the students for they can enjoy and motivate them to keep writing. After that, the topic can be expanded to the difficult ones to give challenges in order to enhance the students' grammar.
2. The teachers should give exercises regularly. It is started from the simple topic to the hard one. Because it can improve the students' grammar and their skill in writing.
3. The teachers should explain more about the grammar for the students can write grammatically correct.
4. The teachers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error.

BIBLIOGRAPHY

Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 2*. South Yarra: Macmillan Education Australia PIY LTD.

Azar, Betty S., 2012. *Understanding and Using English Grammar, 2nd Edition*, New Jersey: Prentice Hall Regents.

Bram, B. 2005. *Write Well Improving Writing Skills*. Yogyakarta: Kanisius

Brown, Douglas. 2007. *Principles of Language Learning and Teaching*, New York: Longman

Coffman, Gerry A. and Reed, Melissa D. 2010. *The True Story of Narrative*

Text: From Theory to Practice. <http://www.emporia.edu/teach/ncate/documents/CoffmanandReed.pdf>. Retrieved on April 17th 2017.

Cowan, Ron, 2008. *The Teacher's Grammar of English*, New York: Cambridge University Press.

Dulay, Heidi, Marina Burt, and Stephen Krashen. 1982. *Language Two*, New York: Oxford University Press.

Derewianka, Beverly. 1990. *Exploring How Texts Work*. London: Primary English Teaching Association

Ellis, Rod, 2008. *The Study of Second Language Acquisition, Second Edition*, New York: Oxford University Press.

Gay, L. R. 2006. *Educational Research Competences for Analysis & Application*. London: Charles E Meril Publishing Company.

Ghaith, G. M. 2003. *Effects of the Learning Together Model of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-Esteem, and Feelings of School Alienation, Bilingual Research Journal*. Adopted from <http://.JournalofEducationandPractice.com>. Retrieved on January 28th 2017

Harmer, Jeremy. 2004. *How to Teach English. An Introduction to Practice of English Language Teaching*. England: Addison Wesley Longman.

Heffernan, James A. W., and Lincoln, John E. 1986. *Writing a College Handbook, Second Edition*, New York: W. Norton & Company, Inc.

Hubbard, Peter, et al. 1993. *A Training Course for TEFL*, New York: Oxford University Press.

Howard, Jackson, 2005. *Good Grammar for students*, London: SAGE Publications Ltd.

Jacobs, G., & Hannah, D. 2004. *Combining cooperative learning with reading aloud by teachers*. *International Journal of English Studies*, 4(1), 97-117. Adopted from <http://JournalofEducationandPractice.com>. Retrieved on January 28th 2017.

Meliyanti. 2013. *An Analysis on Students' Grammatical Errors Indonesia Descriptive Texts Writing at the Second Grade of MTs Negeri Satu Atap Balaraja*. Skripsi. Published.

Nunan, David 1999. *Second Language Teaching and Learning*, (Boston: Heinle-Heinle Publisher.),

Purwanti, Indah Sri. 2013. *Descriptive Analysis Of Grammatical Errors In Writing Descriptive Essay Among The 8th Grade Students In MTs Amal Sholeh Sumogawe, Getasan, Semarang Regency In The Academic Year of 2012/2013*. Skripsi. Published.

Richards, Jack C. 1974. *Error Analysis*. New York: Longman.

Richards, Jack C., Platt John, and Platt Heidi. 1992. *Longman Dictionary of Language Teaching and Applied Linguistics, Second Edition*, New York: Longman.

Robert Scholes and Nancy R. Comley. 1985. *The Practice of Writing*, (New York: St. Martin's Press, Inc.

Susan M. Gass,, Larry Selinker. 2008. *Second Language Acquisition: An Introductory Course*, New York: Routledge Taylor & Francis Group.

Thornbury, Scott. 2001. *Uncovering Grammar*, New York: Macmillan Publisher.

Ur, Penny. 1988. *Grammar Practice Activities*, New York: Cambridge University Press,

Ur, Penny 1996. *A Course in Language Teaching: Practice and Theory*, London: Cambridge University Press, Inc.

Wahyuni , Mochtar Marhum and Muhsin. 2014. *Analyzing Errors Made by the Grade VIII in WRITING recount Text* Adopted from [http. www.e-](http://www.e-)

[Journal of English Language Teaching Society \(ELTS\)](#) Vol. 2 No. 3 2014
– ISSN 2331-. Retrieved on January 24th 2016

Wallu, Cakrawati. 2009. *Improving The Writing Ability of the First Year Students of SMP PGRI 1 Pare-Pare By Using Sequence Pictures*. Unpublished thesis : FKIP UMPAR

William, Jeremy. Weigle, Sara 1996.. *How to Teach Writing*. Essex: Stenton Associates Hinkel



APPENDICES



Appendix 2. The Students' Score and Classification in Grammatical Errors

No	Name of Students'	Score	Classification
1	Maria YasintaPili	60	Fair
2	I GedeSemarabawa	65	Fair
3	HilyatulAulia	70	Good
4	Muh. Kautsan	80	Excellent
5	IdriesSyah W.	75	Good
6	Razkya A.	80	Excellent
7	Rahmawati	80	Excellent
8	Muh. RaihanBahrun	60	Fair
9	FebriSaputra T.	60	Fair
10	RachmatBudiana	90	Excellent
11	AzzahraMarsya S.	95	Excellent
12	AiniDwiAnanda	60	Fair
13	Muh. FahraniIrfan	60	Fair
14	PutriKrisna Dana	80	Excellent
15	Nazma A.R. Z.	60	Fair
16	Nabila Putri K.	90	Excellent
17	Nurfaisyah	90	Excellent
18	Ammar Bilal	85	Fair
19	Edi RahmanHadi	75	Good
20	Fauziah	85	Excellent
21	Melisa Lapu	80	Excellent
22	Muh, Salman A.	75	Good
23	Imam Achmad M.	60	Fair
24	AlyaNurul M.	90	Excellent
Total		1805	
Mean Score		75	Good

Source : SMP Negeri 34 Makassar

Appendix 3

Students Writing Test Result



Nama : Maria yasintha piri

Nis : 0024825043

Kelas : IX A

60

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day, there ant where seeking for some water. After walking for a moment ~~he~~ come to a spring. To reach the spring, he must climb up a blade of grass.

while making he way up, he slipped and fell unintentionally into the water, he could have a sink if the dove under the tree not see him.

seeing the ant was in trouble, the dove quickly put the leaf and dropped into the water hear the struggling ant. The ant move to leaf and climb up quickly crossing him safely into the ground

" Good Luck "

Nama : I. Gede Semarabawa

Nis : 0033550581

Kelas : IX A / 0.1

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik "The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text "The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

One hot day, there ant where seeking for some water. After walking for a moment, he came to a spring. To reach the spring, he must climb up a blade of grass.

While making he way up, he slipped and fell unintentionally into the water. He could have a sunk if the dove under the tree not see him.

Seeing the ant was in trouble, the dove quickly put the leaf and dropped into the water near the struggling ant. The ant move to leaf and climb up quickly. Crossing him safely into the ground.

" Good Luck "

Nama : Hilyatul AULIA

Nis : 0021262723

Kelas : X.I. A.

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik "The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text "The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

One hot day, there ant where seeking for some water. After walking for a moment, he came to a spring. To reach the spring, he must climb up a blade of grass.

While making he way up, he slipped and fell unintentionally into the water, he could have a sunk if the dove under the tree not see him.

&

Seeing the ant was in trouble, the dove quickly put the leaf and dropped into the water near the struggling ant. The ant were to leaf and climb up quickly crossing him safely into the ground.

" Good Luck "

Nama : Muh. Karsan.....

Nis :

Kelas : X.A.....

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day ant the ant seek the water after go around during few day time this come to spring, for reach spring the spring ~~to~~ this must climbing a grass

while make a trip ~~it~~ this slip and fall to the water this can sink when the dove in the tree near tree not yet look it

look the ant in the trouble the dove fast pick leaf and drop to the water near ant, the ant ~~moving~~ moving and up to there, quickly pinning with save to the pray dry land

" Good Luck "

Nama : Idries... Syah... Waliyadut...

Nis : 0029562372

Kelas : IX.0A

75

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day, the ant seek the water. After go around during ~~the~~ few time, this come ~~to~~ the spring. For reach ~~spring~~ the spring must ~~climbing~~ climbing a grass.

while make a trip, this slip and fall to the water. this can sink when the dove in ~~the~~ ~~tree~~ near tree hot ~~leaf~~ ~~in~~ yet look it ~~at~~

look the ant ~~in~~ in the trouble, the dove fast pick leaf and drop to the water near ant. the ant moving to the leaf and climbing up to there. quickly ~~pick~~ picking ~~at~~ whif safe to the ~~the~~ dry land.

" Good Luck "

Nama : Razkyu Anulya

Nis : 0030261093

Kelas : LX^A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day the ant seek the water . After go around during few time , This come to spring . for reach the spring , This must climbing the grass . while Make a trip , this a slip and fall to the water . This can sink when the dove in the near tree not yet look . Look the ant in the trouble , the dove fast pick leaf and drop to the water near ant . The ant moving to the leaf and up to there . Quickly picking water safe to the dry land .

" Good Luck "

Nama : Rahmawati

Nis : 0037547071

Kelas : IX-A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

* One hot day, the ant seek the water. After go around during few time, this come to spring. For reach the spring, this must climbing a grass.
* While make a trip, this slip and fall to the water, this can sink when the dove in the tree near tree. not yet look
* Look the ant in the trouble, the dove fast pick leaf and drop to the water near ant. The ant moving to the leaf and up to there. Quickly picking white safe to the dry land

" Good Luck "

Nama : Muh. Raihan Bahrin

Nis :

Kelas : IX-A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

One hot day, there ant where seeking for some water. After walking for a moment, he come to a spring. To reach the spring, he must climb up a blade of grass.

Temporary while making he way up, he slipped and fell unintentionally into the water. He sink if the dove under the tree not see him.

Seeing the ant was in the trouble, the dove quickly put the leaf and dropped into the water near the struggling ant. The ant move to leaf and climb up ~~the~~ quickly crossing him safely into the ground.

“ Good Luck

Nama : Febrina Sartika T

Nis : 0032727801

Kelas : IX A

60

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik "The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text "The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day, The ant : re search water. After to go around during several time, it come Spring water. For achieve Spring, it must climb a leaf grass.

while. make the trip, it slide and fall in the water. It can sink if Pigeon in near tree not yet look. the ant see that. The ant in difficult, Pigeon fast to pick leaf and let fall in the water near the ant. The ant to move to leaf and go climb in there. all quickly it's save to land → dry

" Good Luck "

Nama : Rachmat Budiana

Nis : 0035907997

Kelas : IX.A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day, The ant searching water. After go to around several time, it come a spring water. For ~~get~~ get spring, it must a leaf grass.

while make the trip, it slide ~~can~~ and Fall On the water. It can sink if pigeon in near tree not sea.

Look that the ant difficult, The dove ~~is~~ flash to pick leaf and to drop in the water the ant near. The ant move to leaf and to climb in there. The dove bring it's safe to land dry

" Good Luck "

Nama : Anahra marsya syukur

Nis : 0032886621

Kelas : IX-A

gs

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

One hot day, the ant ~~looking~~ research water. After to go around during several time, it come to spring water. For research get spring, it must climb a leaf grass. While make the trip. It slide and fall in the water. It can sink if pigeon in the near tree and not get lock. See look that ~~ant~~ The ant in difficult, pigeon fast to pick leaf and let fall in the water near the ant. ~~Ant~~ move all to leaf and climb in there. Carry quickly it's safe to land dry land.

" Good Luck "

Nama : Aini Dwi Anondo

Nis : 0033652636

Kelas : IX.A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik "The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text "The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day, the ant ^{searching} ~~looking~~ the water. After to go around several
time, he come to spring. to get spring. he must climb a grass.

while make street, he slide and fall in water. he can ~~not~~ sink
~~down~~ the dove in a tree near ~~to~~ not see him.

to ~~can~~ contemplate that the ant ^{difficult} ~~can't~~, the dove fast
to pick leaf and fall water near the ant. The ant move
to ~~leaf~~ and to climb in there. can bring with luck safe
to cultivated soil.

" Good Luck "

Nama : Muh. Farhan. Irfan

Nis :

Kelas : IX.A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

One hot day, The Ant ^{searching} the water. After to go around several time, he come to spring. To get spring, he must climb a grass.

while make street, he slide and fall in water. He can sink if the dove in a tree near not see him.

To contemplate that the ant difficult, the Dove fast to pick leaf and fall water near the ant. The ant move to leaf and to climb in here. Soon bring with ~~water~~ safe to cultivated soil.

" Good Luck "

Nama : Putu Krishna Dama..

Nis :

Kelas : IX-A

60

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one ~~many~~ ^{hot} day, the ant ~~searching~~ ^{searching} the water. After to go around several time, he come ~~to~~ ^{to} Spring. To get spring, he must climb a grass.

While make street, he slide and fall in water. He can sink if the dove in a tree near not see him.

To contemplate that the ~~ant~~ ant difficult, the Dove fast to pick leaf and fall water near the ant. The ant move to leaf and to climb in here. Soon bring with ~~to~~ to cultivated soil

" Good Luck "

Nama : Nazma A.R. Utina

Nis : 0033652617

Kelas : IX.A

60

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

One hot day, the ant ~~looking for~~ ^{searching the} water. After to ~~go~~ ^{go} around several time, he come to spring. To get spring, he must climb a grass.

While make street, he slide and fall in the water. He can sink if the ~~bird~~ ^{bird} pigeon Dove in a tree near not see him.

To cotemplate that the ant ~~complicated~~ ^{difficult}, The dove fast to pick the leaf and fall in the water near the ant. The ant move to leaf and to climb in there. Soon bring with safe to cultivated soil.

" Good Luck "

Nama : Nabila Putri Khumaira

Nis : 0026096023

Kelas : IX A

go
Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

The Ant And The Dove

One hot day, an Ant searching water. After go around white several time, it come to well. To reach spring, it must climb a grass.

While make trip, it stide and fall ~~in~~ inside water. It can sink if dove a near tree can't see

Look an Ant in trouble, ^{the} dove fast to pick leaf and falling ~~in~~ inside water near water Ant. An Ant go move leaf and climb in there. Quickly carry it ~~safe~~ to dry land.

" Good Luck "

Nama : Nurfaizyah

Nis : 0010760040

Kelas : IX-a

Go
Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik "The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text "The Ant and the Dove".
 Your word not more than 50 – 150 words

Answer :

one hot day, an ant searching water. After go around while several time, it come to well. To reach spring, it must climb a grass.

while make trip, it slide and fall in ~~beside~~ water. It can sink. IF dove a near tree can't see.

Look an ant in trouble, dove fast to pick leaf and falling inside near water ant. Ant go move leaf and climb in there. Quickly Larry it safe to dry land.

" Good Luck "

Nama : Aumar Bilal

Nis : 0027059986

Kelas : IX^A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembar soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day, ant out searching water. After go around while
several time, it come to well. To reach spring, it must climb
a grass.

while make trip, it slide and fall in side water, it can sink if
dove a near tree can't see.

lock an ant in trouble, dove fast to pick leaf and falling
inside near water ant - Ant go more leaf and climb in there.
quickly carry it safe to dry land.

" Good Luck "

Nama : Edi Rahman Hadi

Nis : 003365 2626

Kelas : IX.A/9.1

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day an ant searching water. After go around while several time, it come to well. To reach spring, it must climb a grass.

while make trip, it slide and Fall in side water. It can sink if dove d. near tree can't see.

Look an ant in trouble, dove fast to pick leaf and falling inside near water ant. Ant go move leaf and climb in there. quickly carry it safe to dry land. the leaf

" Good Luck "

Nama : Fauziah

Nis : 0033793825

Kelas : IX.A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

The Ant and The Dove

one hot day, The ant searching water. After go around while several time,
It come to Spreeng. For get spreeng, It must clim grass.

while make trip, It slide and fall in ~~side~~ water. It can sink IF the dove
in a tree near ~~the~~ ~~water~~. can not looking

see that The ant in trouble, the dove flash to pick leaf and
falling to in side water near. the ant. The ant move
to leaf and climb to there. quickly carry it safe to dry land.

" Good Luck "

Nama : Melisa Lapu

Nis : 0039826911

Kelas : IX-A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

The Ant And The Dove

One hot day , ~~the~~ the ant looking water. After ^{walking} ~~around~~ ^{around} several time , he come to water eye . For get period young shoot , he must climb a grass .

While make a trip , he slide and fall ^{inside} ~~in~~ air . He can sink if the dove in ~~on~~ near a tree can't see .

See that , the ant in trouble , the dove quickly to pick leaf and falling to ~~in~~ ~~inside~~ ^{inside} water near the ant . The ant move to leaf and climb ~~there~~ to there . Quickly carry it safe to dry land .

" Good Luck "

Nama : MUH Salman AlFarisi

Nis : 00 26995994

Kelas : IX^A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

one hot day. The ant looking ~~water~~ looked for water. After ^{walking} around several time, it come to ~~spring~~ ~~for water eye~~. For get spring, it must climb a grass.

while make trip, it slide and fall in side water. it can sink if the dove in a tree near. can not looking

she that, the ant in trouble, the dove quickly to pick leaf and falling to inside water near the ant. The ant move to leaf

" Good Luck "

Nama : Imam Achmad Maulana

Nis : 0033652633

Kelas : IX.A/9.1

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik "The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text "The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

The Ant And The Dove

One hot day, the ant is ~~looked~~ ^{walking} for water. After around several time, he came to water eye. For get period young shoot, he must climb a grass.

While make a trip, he slide and roll in water. He can sink if the dove in a tree near can not looking.

See that the ant in trouble, the dove quickly to pick leaf and falling to insible water near the ant. The ant move to leaf and

" Good Luck "

Nama : Alya Nurul Mutmainnah

Nis : 0033652609

Kelas : IX - A

Petunjuk Pengisian

1. Tulis sebuah narrative text dengan topik " The Ant and the Dove".
2. Komposisi tulisan 50 – 150 kata.
3. Waktu menulis 45 menit
4. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

Direction : Please write down the narrative text " The Ant and the Dove".
Your word not more than 50 – 150 words

Answer :

One hot day, an ant searching water. After to go around ~~several~~ several time, he comes to spring. for achieve spring, It must climb a ~~leaf~~ leaf.

During maked trip, It slide and fall down to the water. It can stink if the pigeon in the ~~tree~~ near tree not yet see it.

View that the ant in complicated, the pigeon part for pick a leaf and fall in to the water near the ant. The ant moving to leaf and rise at the leaf. After That, The pigeon Bring the ~~safe~~ safe ant to the land.

" Good Luck "



Picture 1. The researcher was distributing the written test.



Picture 2 .The researcher was monitoring the students.



Picture 3. The students were answering the test



Picture 4. All students were answering the test.

Appendix 5 : document sttement of research



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 11876/S.01P/P2T/08/2017
 Lampiran :
 Perihal : Izin Penelitian

KepadaYth.
 Walikota Makassar

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.410/FKIP/Unibos/VIII/2017 tanggal 03 Agustus 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **WA NURSILA**
 Nomor Pokok : 4513101010
 Program Studi : Pend. Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa(S1)
 Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE ANALYSIS OF GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 34 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. **07 Agustus s/d 07 September 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada tanggal : 07 Agustus 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
 Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.

Pangkat : Pembina Utama Madya
 Nip : 19610513 199002 1 002

Tembusan Yth
 1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
 2. *Pertinggal.*



**PEMERINTAH KOTA MAKASSAR
BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 3615867 Fax +62411 – 3615867

Email : Kesbang@makassar.go.id Home page : <http://www.makassar.go.id>



Makassar, 08 Agustus 2017

K e p a d a

Nomor : 070 / 3031 -II/BKBP/VII/2017
Sifat :
Perihal : Izin Penelitian

**Yth. KEPALA DINAS PENDIDIKAN
KOTA MAKASSAR**

**Di -
MAKASSAR**

Dengan Hormat,

Menunjuk Surat dari Kepala Dinas Koordinasi Penanaman Modal Daerah Provinsi Sulawesi Selatan Nomor : 11876 /S.01P/P2T/08/2017, Tanggal 07 Agustus 2017, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa:

Nama : **WA NURSILA**
Nim/Jurusan : 4513101010 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1) Univ. Bosowa Makassar
Alamat : Jl. Urip Sumaharjo Km. 04, Makassar
Judul : **"THE ANALYSIS OF GRAMMATICAL ERRORS IN WRITING
A NARRATIVE TEXT AT THE NINTH GRADE STUDENS OF
SMP 34 MAKASSAR"**

Bermaksud mengadakan **Penelitian** pada Instansi / Wilayah Bapak, dalam rangka **Penyusunan Tesis** sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal **08 Agustus s/d 07 September 2017**.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui dengan memberikan surat rekomendasi izin penelitian ini** dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A.n. WALIKOTA MAKASSAR
KEPALA BADAN KESBANG DAN POLITIK
UB, KABID. HUBUNGAN ANTAR LEMBAGA



Drs. AKHMAD NAMSUM, MM.

Pangkat : Penata Tk.I

NIP : 196705242006041004

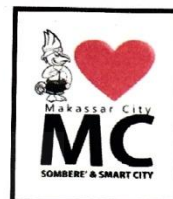
Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Prop. Sul – Sel, di Makassar;
2. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prop. Sul Sel di Makassar;
3. Dekan FKIP Univ. Bosowa Makassar di Makassar
4. Mahasiswa yang bersangkutan;



PEMERINTAH KOTA MAKASSAR DINAS PENDIDIKAN

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222
Website: http://www.dikbud_makassar.info ; e-mail: dikbud.makassar@yahoo.com



IZIN PENELITIAN NOMOR : 070/0295/DP/VIII/2017

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar
Nomor : 070/2542-II/BKBP/III/2017 Tanggal 08 Agustus 2017
Maka Kepala Dinas Pendidikan Kota Makassar

Kepada : **MENGIZINKAN**

Nama : **WA NURSILA**
Nim / Jurusan : 4513101010 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1) Univ. Bosowa Makassar
Alamat : Jl.Urip Sumoharjo Km.04, Makassar

Untuk : Mengadakan *Penelitian* di *SMP 34 Makassar* dalam rangka *Penyusunan Skripsi* di *Univ. Bosowa Makassar* dengan judul penelitian :

"THE ANALYSIS OF GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMP 34 MAKASSAR"

Dengan ketentuan sebagai berikut :

1. Harus melapor kepada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu Proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang Berlaku
4. Hasil Penelitian 1 (satu) eksampilar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar.

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar
Pada Tanggal : 08 Agustus 2017

A.n KEPALA DINAS
Kasubag Umum dan Kepegawaian



Hi. ERNAWATI, SE, M.Pd, M.Si

Pangkat : Pembina

NIP : 19670421 199401 2 003



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 34 MAKASSAR



Alamat : Jl. Torpedo 3 Manurukki Kec. Biringkanaya Makassar, Tlp (0411).4721041
NSS.201196011209 NPSN.40311919

SURAT KETERANGAN PENELITIAN

Nomor. 421.3/269/SMPN.34/VIII/2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 34 Makassar menerangkan bahwa :

Nama	: WA NURSILA
Nim	: 4513101010
Jurusan	: Pendidikan Bahasa Inggris
Pekerjaan	: Mahasiswa (S1) Univ. Bosowa
Alamat	: Jl. Urip Sumoharjo Km. 04 Makassar

Telah melaksanakan Penelitian di SMP Negeri 34 Makassar mulai tanggal 10 s/d 23 Agustus 2017 yang berjudul "***The Analysis Of Grammatical Errors In Writing A Narrative Text At The Ninth Grade Students Of SMP Negeri 34 Makassar***". Dalam rangka penyelesaian Studi Program S1 di Universitas Bosowa Makassar.

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.



Makassar, 24 Agustus 2017
Kepala Sekolah

Drs. Rusdin, MM
Pangkat : Pembina Tk.1
NIP. 19670717 199412 1 001



Wa Nursila was born on 21st September 1994 in Maluku. She has three brothers and two sisters. She is the fourth child of the six siblings in her family. Her father's name is La Usman and her mother's name is Wa Iwa. She started her first education in 2010 at SDN Inpres Kayu Merah Fak-fak West Papua and graduated in 2006. In the same year, she continued her Junior High School at SMPN 2 Fak-fak West Papua and graduated in 2009. After that, she continued her Senior High School at SMAN 2 Fak-fak West Papua and finished in 2013. In the same year, she entered the University of Bosowa Makassar at the Faculty of Teacher Training and Education and chose the English Education Department and finished in 2017.

