

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the result of study. It consists of the data finding and discussion. In data finding the researcher display the data which was found in the field and in discussion the researcher explains the type of error in writing Main Aspect used in Narrative Text and the cause of error based on Ellis theory.

A. Data Finding

Data collecting activity was conducted in 21st October, 2013. The sample was B class of Writing II Subject of the Third Semester students of English Education Study Program of STAIN Palangka Raya in Academic Year 2013/2014". The class consists of 19 students. The students were given a task. They were required to write Narrative Paragraph about her/his experience. The data collected from the students were in form of Narrative Paragraph.

The researcher used interater in analyzing the writing product. This activity was conducted to minimize subjective effect.

1. Error Types in Writing Main Aspect Used in Narrative Text

After conducting the data collecting activity, now the researcher displayed and explained the result of the analysis activity. The analyzing procedures are based on Ellis theory which already explained in chapter three.

a. Using Transitional Signal

In writing transitional signal there was 6 students made error which the total 9 errors. They are: DYM, FF, IY, TS, VI, and YA.

DYM did misformation: archi-form error by the total 1 error. Same in the case with DYM, IY and PS did 1 item misformation: archi-form error. While YA did 3 items of misformation: archi-form error. Then, FF did 1 total error of simple addition. No one of the students did omission error, addition: double marking error, addition : regularization error, misformation: regularization, misformation: alternating Form and misordering.

Here are the calculation of frequency and percentage of students' errors in Using Transitional Signal:

Table 4.1
Types of Error Calculation in Using Transitional Signal

No	Students' Code	Total of error								
		Omission		Addition			Misformation			Misordering
		Content Morpheme	Grammatical Morpheme	Double Marking	Regularization	Simple Addition	Regularization	Archi-form	Alternating form	
1	DR	-	-	-	-	-	-	-	-	-
2	DA	-	-	-	-	-	-	-	-	-
3	DYM	-	-	-	-	-	-	1	-	-
4	FF	-	-	-	-	1	-	-	-	-
5	HAK	-	-	-	-	-	-	-	-	-
6	IY	-	-	-	-	-	-	1	-	-
7	IN	-	-	-	-	-	-	-	-	-

8	MA	-	-	-	-	-	-	-	-	-
9	MIS	-	-	-	-	-	-	-	-	-
10	NA	-	-	-	-	-	-	-	-	-
11	PS	-	-	-	-	-	-	-	-	-
12	TS	-	-	-	-	-	-	1	-	-
13	RAJ	-	-	-	-	-	-	-	-	-
14	RA	-	-	-	-	-	-	-	-	-
15	SM	-	-	-	-	-	-	-	-	-
16	TY	-	-	-	-	-	-	-	-	-
17	VI	-	2	-	-	-	-	-	-	-
18	WN	-	-	-	-	-	-	-	-	-
19	YA	-	-	-	-	-	-	3	-	-
Total		-	2	-	-	1	-	6	-	-
		2		1			6		-	

- **Percentage of Ommision in Using Transitional Signal**

$$= \frac{\text{Total of Ommision}}{\text{Total Error}} \times 100\%$$

$$= \frac{2}{317} \times 100\% = \mathbf{0,63 \%}$$

- **Percentage of Addition in Using Transitional Signal**

$$= \frac{\text{Total of Addition}}{\text{Total Error}} \times 100\%$$

$$= \frac{1}{317} \times 100\% = \mathbf{0,31 \%}$$

- **Percentage of Misformation in Using Transitional Signal**

$$= \frac{\text{Total of Misformation}}{\text{Total Error}} \times 100\%$$

$$= \frac{6}{317} \times 100\% = \mathbf{1,89 \%}$$

- **Percentage of Misordering in Using Transitional Signal**

$$= \frac{\text{Total of Misordering}}{\text{Total Error}} \times 100\%$$

$$= \frac{0}{317} \times 100\% = \mathbf{0 \%}$$

b. Using Adverb of Frequency

In using adverb of frequency just 1 students made this error. She was SM. SM did misformation: alternating error by the total 1 item. No one of the students did omission error, addition error, misformation: regularization, misformation: alternating form and misordering error.

Here are the calculation of frequency and percentage of students' errors in Using Adverb of Frequency:

Table 4.2
Types of Error Calculation in Using Adverb of Frequency

No	Students' Code	Total of error								
		Omission		Addition			Misformation			Misordering
		Content Morpheme	Grammatical Morpheme	Double Marking	Regularization	Simple Addition	Regularization	Archi-form	Alternating form	
1	DR	-	-	-	-	-	-	-	-	-
2	DA	-	-	-	-	-	-	-	-	-
3	DYM	-	-	-	-	-	-	-	-	-
4	FF	-	-	-	-	-	-	-	-	-
5	HAK	-	-	-	-	-	-	-	-	-
6	IY	-	-	-	-	-	-	-	-	-
7	IN	-	-	-	-	-	-	-	-	-
8	MA	-	-	-	-	-	-	-	-	-

9	MIS	-	-	-	-	-	-	-	-	-
10	NA	-	-	-	-	-	-	-	-	-
11	PS	-	-	-	-	-	-	-	-	-
12	TS	-	-	-	-	-	-	-	-	-
13	RAJ	-	-	-	-	-	-	-	-	-
14	RA	-	-	-	-	-	-	-	-	-
15	SM	-	-	-	-	-	-	-	1	-
16	TY	-	-	-	-	-	-	-	-	-
17	VI	-	-	-	-	-	-	-	-	-
18	WN	-	-	-	-	-	-	-	-	-
19	YA	-	-	-	-	-	-	-	-	-
Total		-	-	-	-	-	-	-	1	-
		-		-			1		-	

- **Percentage of Ommision in Using Adverb of Frequency**

$$= \frac{\text{Total of Ommision}}{\text{Total Error}} \times 100\%$$

$$= \frac{0}{317} \times 100\% = \mathbf{0\%}$$

- **Percentage of Addition in Using Adverb of Frequency**

$$= \frac{\text{Total of Addition}}{\text{Total Error}} \times 100\%$$

$$= \frac{0}{317} \times 100\% = \mathbf{0\%}$$

- **Percentage of Misformation in Using Adverb of Frequency**

$$= \frac{\text{Total of Misformation}}{\text{Total Error}} \times 100\%$$

$$= \frac{1}{317} \times 100\% = \mathbf{0.31\%}$$

- **Percentage of Misordering in Using Adverb of Frequency**

$$= \frac{\text{Total of Misordering}}{\text{Total Error}} \times 100\%$$

$$= \frac{0}{317} \times 100\% = \mathbf{0\%}$$

c. Verb Tense Use

In writing Verb Tense Use all of students make errors. It because verb tense is one of the main component that used in writing narrative paragraph. The totals of error in writing verb tense use were:

1) Subject: DR

In writing verb tense use, DR made errors in omission: grammatical morphem by the total 2 items, simple addition by the total 1 item, misformation: archi-form by the total 5 items, misformation: alternating forms by the total 1 item, and 1 item missordering. Misformation: archi-forms in writing verb tense use was the main error made by DR. This kind of error occurred because DR selected one member of a class of forms to represent other in the class.

2) Subject: DA

DA made errors in using in writing verb tense use with 1 addition: double marking, 3 simple addition, 11 archi-form and 9 alternating error. Archi-forms in writing verb tense use was the main error made by DA. This kind of error occurred because DA selected one member of a class of forms to represent other in the class.

3) Subject: DYM

She made error in writing verb tense use with 1 misformation: archi-form and the main error that she made in writing verb tense was misformation: alternating form error by the total 10 items. The error occurred because DYM failed to use the appropriate word which is not in the same class.

4) Subject: FF

She made error in writing verb tense with 1 omission: content morpheme, 7 omission: grammatical morpheme, 1 simple addition, 4 misformation: archi-form and 16 misformation: alternating form. Alternating forms in writing verb tense use was the main error made by FF. This kind of error occurred because FF failed use the appropriate word which is not in the same class.

5) Subject: HAK

He made errors in writing verb tense use 4 addition: double marking and 2 misformation: alternating form. Addition: double marking was the main error made by HAK in writing verb tense. This kind of error occurred because two items rather one are marked for the same feature by him.

6) Subject: IY

She made error in writing verb tense with 3 addition: double marking, and 1 misformation: alternating form. Addition: double marking was the main error made by IY in writing verb tense use. This kind of error occurred because two items rather one are marked for the same feature by her.

7) Subject: IN

She made errors in writing verb tense use with 1 misformation: archi-form and 3 misformation: alternating form. Misformation: alternating forms was the main error made by IN.

This kind of error occurred because IN failed use the appropriate word which is not in the same class.

8) Subject: MA

She made errors in writing verb tense use with 1 omission: grammatical morpheme, 8 addition: double marking, 1 simple addition, 6 misformation: archi-form, and 9 misformation: alternating form. Misformation: alternating forms was the main error made by MA. This kind of error occurred because MA failed use the appropriate word which is not in the same class.

9) Subject: MIS

She made errors in writing verb tense use with 7 omission: grammatical morpheme, 1 misformation: archi-form, and 14 misformation: alternating form. Misformation: alternating forms was the main error made by MIS in writing Verb Tense Use. This kind of error occurred because MIS failed use the appropriate word which is not in the same class.

10) Subject: NA

She made errors in writing verb tense use with 2 omission: content morpheme, 3 omission of grammatical morpheme, 2 addition: double marking, 1 addition: regularization, 1 simple addition, 1 misformation: archi-form and 6 misformation: alternating form. Misformation: alternating form was the main error made by

NA. This kind of error occurred because NA failed use the appropriate word which is not in the same class.

11) Subject: PS

He made errors in writing verb tense use with 1 Addition: double marking, 2 misformation: archi-form, and 1 misformation: alternating form. Misformation: archi-form was the main error made by PS. This kind of error occurred because PS selected one member of a class of forms to represent other in the class.

12) Subject: RA

In writing main aspect used in narrative text RA did not make error in verb tense use.

13) Subject: RAJ

She made errors in writing verb tense use with 1 omission: content morpheme, 1 omission: grammatical morpheme, 1 addition: double marking, 1 simple addition, 2 misformation: archi-form and 3 misformation: alternating form. Misformation: alternating forms was the main error made by RAJ. This kind of error occurred because RAJ failed use the appropriate word which is not in the same class.

14) Subject: SL

She made errors in writing verb tense use with 2 omission: grammatical morpheme, 1 simple addition, 5 misformation: archi-form, and 8 misformation: alternating form. Misformation: alternating forms was the main error made by SL. This kind of error

occurred because SL failed use the appropriate word which is not in the same class.

15) Subject: SM

She made error to in writing verb tense use with 3 omission: content morpheme, 11 omission: grammatical morpheme, 2 simple addition, 3 misformation: archi-form, and 12 misformation: alternating form. Misformation: alternating form was the main error made by SM. This kind of error occurred because SM failed use the appropriate word which is not in the same class.

16) Subject: TY

She made errors in writing verb tense use with 2 omission: content morpheme, 5 omission: grammatical morpheme, 8 simple addition, 13 misformation: regularization, 5 misformation: archi-form, 20 misformation: alternating form, and 2 missordering. Misformation: alternating was the main error made by TY. This kind of error occurred because TY failed use the appropriate word which is not in the same class.

17) Subject: VI

She made error in using verb tense with 4 omission: grammatical morpheme, 1 simple addition, 1 misformation: archi-form, and 11 misformation: alternating Form. Misformation: alternating Form was the main error made by VI. This kind of error

occurred because VI failed use the appropriate word which is not in the same class.

18) Subject: WN

She made errors in writing verb tense use with 2 omission: grammatical morpheme, 1 addition: double marking, 2 misformation: archi-form, and 7 misformation: alternating form. Alternating forms was the main error made by WN. This kind of error occurred because WN failed use the appropriate word which is not in the same class.

19) Subject: YA

He made errors in using verb tense with 1 addition: double marking, 7 misformation: alternating form and 1 missordering. Misformation: alternating forms was the main error made by YA. This kind of error occurred because YA failed use the appropriate word which is not in the same class.

Here are the calculation of frequency and percentage of students' errors in Writing Verb Tense:

Table 4.3
Types of Error Calculation
In Writing Verb Tense

No	Students' Code	Total of error								
		Omission		Addition			Misformation			Misordering
		Content Morpheme	Grammatical Morpheme	Double Marking	Regularization	Simple Addition	Regularization	Archi-form	Alternating form	
1	DR	-	2	-	-	1	-	5	1	1
2	DA	-	-	1	-	3	-	11	10	-
3	DYM	-	-	-	-	-	-	1	10	-
4	FF	1	7	-	-	1	-	4	16	1
5	HAK	-	-	4	-	-	-	-	2	-
6	IY	-	-	3	-	-	-	1	1	-
7	IN	-	-	-	-	-	-	1	3	-

8	MA	-	1	8	-	1	-	6	9	-
9	MIS	-	7	-	-	-	-	1	14	-
10	NA	2	3	2	1	-	1	1	-	-
11	PS	-	-	1	-	-	-	2	1	-
12	RA	-	-	-	-	-	-	-	-	-
13	RAJ	1	1	1	-	-	-	2	3	1
14	SL	-	2	-	-	1	-	5	8	-
15	SM	3	11	-	-	2	-	3	12	-
16	TY	2	5	-	-	8	13	5	20	2
17	VI	-	4	-	-	1	-	1	11	-
18	WN	-	2	1	-	-	-	2	7	-
19	YA	-	-	1	-	-	-	-	7	1
Total		8	42	22	1	18	14	51	145	6
		50		41			210			6

- **Percentage of Ommision in Using Verb Tense**

$$= \frac{\text{Total of Ommision}}{\text{Total Error}} \times 100\%$$

$$= \frac{50}{317} \times 100\% = \mathbf{15,77 \%}$$

- **Percentage of Addition in Using Verb Tense**

$$= \frac{\text{Total of Addition}}{\text{Total Error}} \times 100\%$$

$$= \frac{41}{317} \times 100\% = \mathbf{12,93 \%}$$

- **Percentage of Misformation in Using Verb Tense**

$$= \frac{\text{Total of Misformation}}{\text{Total Error}} \times 100\%$$

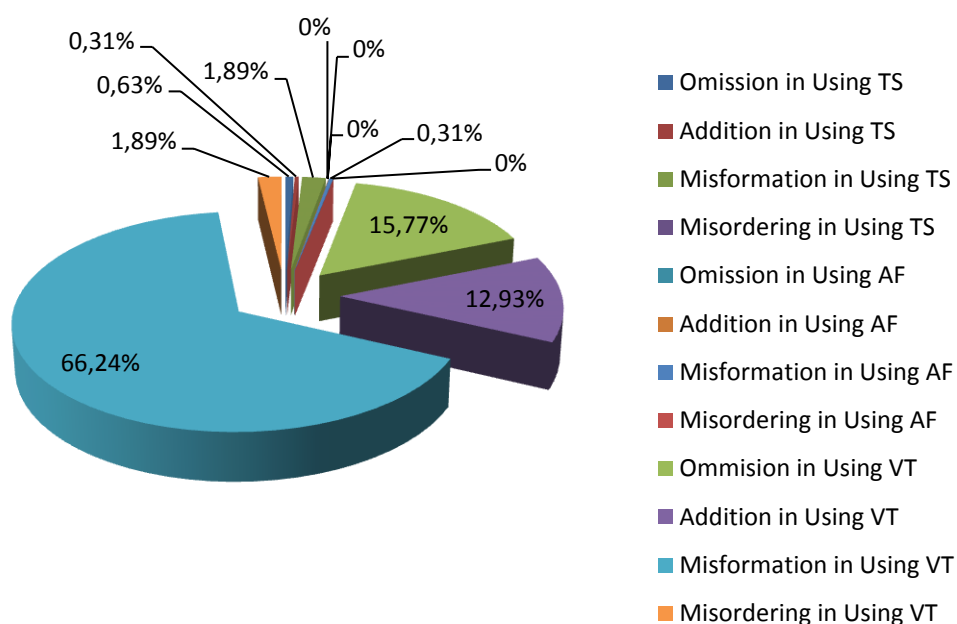
$$= \frac{210}{317} \times 100\% = \mathbf{66,24\%}$$

- **Percentage of Misordering in Using Verb Tense**

$$= \frac{\text{Total of Misordering}}{\text{Total Error}} \times 100\%$$

$$= \frac{6}{317} \times 100\% = \mathbf{1,89 \%}$$

Graph 4.1
Types of Error Calculation in Writing Main Aspect of
Narrative Text



Based on the graph above the type of error frequency in writing the main aspect of narrative text high to low are misformation in using verb tense by 66,24%, omission in using verb tense by 15,77%, addition in using verb tense by 12,93%, misordering in using verb tense by 1,89%, misformation in using transitional signal by 1,89%, omission in using transitional signal by 0,63%, addition in using transitional signal by 0,31%, misformation in using adverb of frequency by 0,31%, misordering in using transitional signal by 0%, omission in using adverb of frequency by 0%, addition in using adverb of frequency by 0% and misordering in using adverb of frequency by 0%. The main error made by the students is in using

verb tense and the low frequency is in using adverb of frequency. See the appendices for the detail of the analysis.

2. Errors Causes in Writing Main Aspect of Narrative Text

The students' errors was classified into four categorizes based on the error cause. Those are developmental, interlingual, ambiguous, and other errors.

a. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: DR

In writing main aspect of narrative text, DR made errors, the errors were classified into some categorized based on the error cause. First category that DR made was developmental error by 9 items. In this case DR made errors similar to error made by children learning the target language as their first language. One of errors that she made was ommision of to be. The second category was Other error by 1 item. Other error is the error that is not include developmental error and interlingual error.

b. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: DA

In writing main aspect of narrative text, DA made errors, the errors were classified into some categorized based on the error cause. First category that DR made was developmental error by 16 items. In this case DA made errors similar to error made by children learning the target language as their first language. One of errors that she made is the use of

present to be in the past sentences . The second category is Other error by 8 item. Other error is the error that is not include developmental error and interlingual error.

c. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: DYM

In writing main aspect of narrative text, DYM made errors, the errors were classified into some categorized based on the error cause. First category that DYM made was developmental error by 11 items. In this case DYM made errors similar to error made by children learning the target language as their first language. One of errors that she made was the use of present verb in the past sentences . The second category was other error by 8 item. She made error in using preposition. Other error is the error that is not include developmental error and interlingual error.

d. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: FF

In writing main aspect of narrative text, FF made errors, the errors were classified into some categorized based on the error cause. First category that FF made is developmental error by 18 items. In this case FF made errors similar to error made by children learning the target language as their first language. One of errors that she made was the use of present to be in the past sentences . The second category was interlingual error by 2 items. FF write L2 sentences base on L1 stucture. The third category that

she made was other error by 10 item. Other error is the error that is not include developmental error and interlingual error.

e. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: HAK

In writing main aspect of narrative text, HAK just made one category of error, that was other error by 6 item. He made some error in the use of verb tense. Other error is the error that is not include developmental error and interlingual error.

f. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: IY

In writing main aspect of narrative text, IY made errors, the errors were classified into some categorized based on the error cause. First category that IY made was developmental error by 1 items. In this case IY made errors similar to error made by children learning the target language as their first language. She used present verb in the past sentence. second category was other error by 4 item. She added to be before verb, the example in sentence “ I was took some pictures” she added *was* before the verb ‘took’. Other error is the error that is not include developmental error and interlingual error.

g. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: IN

In writing main aspect of narrative text, IN just made error in one category of cause of error. That was developmental error by 4 items. In

this case IN made errors similar to error made by children learning the target language as their first language. She used present verb in the past sentence, she also used present to be in past sentence.

h. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: MA

In writing main aspect of narrative text, MA made errors, the errors were classified into some categorized based on the error cause. First category that MA made was developmental error by 10 items. In this case MA made errors similar to error made by children learning the target language as their first language. She used present verb in past sentences. The second category was other error by 15 item. She added to be before the verb. Other error is the error that is not include Developmental error and Interlingual error.

i. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: MIS

In writing main aspect of narrative text, MIS made errors, the errors were classified into some categorized based on the error cause. First category that MIS made was developmental error by 19 items. In this case MIS made errors similar to error made by children learning the target language as their first language. She omitted the to be. She also used present verb in past sentences. The second category was Other error by 3 items. He made some error in the use of verb tense. Other error is the error that is not include developmental error and interlingual error.

j. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: NA

In writing main aspect of narrative text, NA made errors, the errors were classified into some categorized based on the error cause. First category that NA made was developmental error by 12 items. In this case NA made errors similar to error made by children learning the target language as their first language. She omitted the to be. She also used present verb in past sentences. The second category was other error by the total 4 items. He made some error in the use of verb tense. Other error is the error that is not include developmental error and interlingual error.

k. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: PS

In writing main aspect of narrative text, PS made errors, the errors were classified into some categorized based on the error cause. First category that PS made was developmental error by the total 3 items. In this case PS made errors similar to error made by children learning the target language as their first language. One of his error is the use of present to be in past tense sentences. The second category was Other error by the total 1 items. He made error in the use of verb tense. Other error is the error that is not include developmental error and interlingual error.

l. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: RA

In writing main aspect of narrative text, RA just made one error, the cause of error's category was other error. In this case he made error in the use of preposition.

m. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: RAJ

In writing main aspect of narrative text, RAJ made errors, the errors were classified into some categorized based on the error cause. First category that RAJ made was developmental error by the total 5 items. In this case RAJ made errors similar to error made by children learning the target language as their first language. One of his error was the use of present to be in past tense sentences. The second category was interlingual error with 1 item, she use L1 structure in her writing. And the third was other error by the total 3 items. She made error in the use of verb tense.

n. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: SL

In writing main aspect of narrative text, SL made errors, the errors were classified into some categorized based on the error cause. First category that SL made is developmental error by the total 10 items. In this case SL made errors similar to error made by children learning the target language as their first language. Same with the other, SL use of present to

be in past tense sentences. The second category was other error by the total 6 items. She made error in the use of verb tense.

o. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: SM

In writing main aspect of narrative text, SM made errors, the errors were classified into some categorized based on the error cause. First category that SM made was developmental error by the total 20 items. In this case SM made errors similar to error made by children learning the target language as their first language. She omitted to be when she write nominal sentences. She also used present to be in past tense sentences. The second category is ambiguous error with 1 item, she wrote “I X not see the hole” in case she omitted the word “did” because she use L1 structure. The third was other error by the total 3 items. She made error in the use of verb tense.

p. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: TY

In writing main aspect of narrative text, TY made errors, the errors were classified into some categorized based on the error cause. First category that TY made was developmental error by the total 11 items. In this case TY made errors similar to error made by children learning the target language as their first language. She used present to be in past tense sentences. She also used present verb in pas tense sentences. The second

category is other error by the total 44 items. She made many errors in the use of verb tense.

q. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: VI

In writing main aspect of narrative text, VI made errors, the errors were classified into some categorized based on the error cause. First category that VI made was Developmental Error by the total 9 items. In this case VI made errors similar to error made by children learning the target language as their first language. VI use of present to be in past tense sentences. She also omitted the to be in writing nominal sentences. The second category was other error by the total 10 items. She made error in the use of verb tense.

r. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: WN

In writing main aspect of narrative text, WN made errors, the errors were classified into some categorized based on the error cause. First category that SL made was developmental error by the total 7 items. In this case WN made errors similar to error made by children learning the target language as their first language. Same with the other, WN used present verb in the past tense sentences. The second category is Other error by the total 5 items. She made error in the use of verb tense.

s. Cause of Errors in Writing Main Aspect Used in Narrative Text

Subject: YA

In writing main aspect of narrative text, YA made errors, the errors were classified into some categorized based on the error cause. First category that YA made was developmental error by the total 5 items. In this case YA made errors similar to error made by children learning the target language as their first language. Same with the other, YA used present verb in past tense sentences. The second category was other error by the total 7 items. She made error in the use of verb tense.

Table 4.4
Causes of Error Calculation

No	Students' Code	The Cause of Error's Total				
		Dev. Error	Inter. Error	Amb.Error	Other	
1	DR	9	-	-	1	10
2	DA	16	-	-	8	24
3	DYM	11	-	-	1	12
4	FF	18	2	-	1	21
5	HAK	-	-	-	6	6
6	IY	1	-	-	4	5
7	IN	4	-	-	-	4
8	MA	10	-	-	15	25

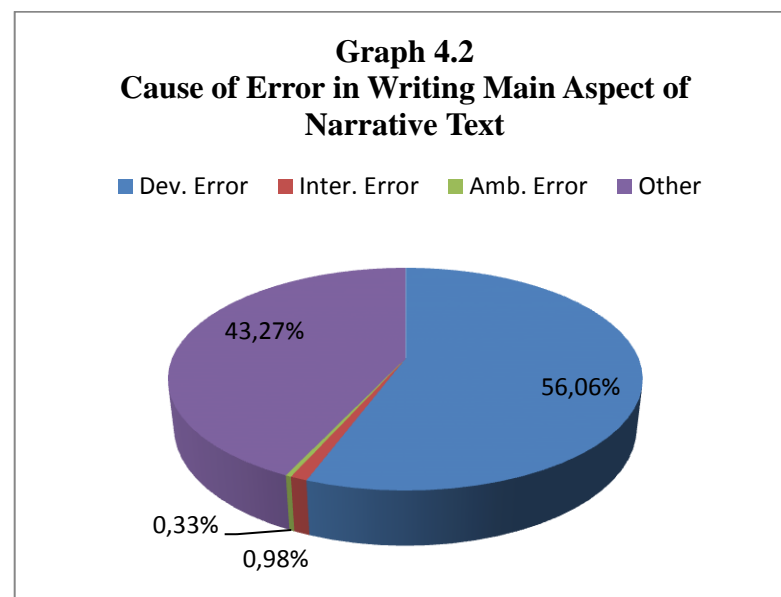
9	MIS	19	-	-	3	22
10	NA	12	-	-	4	16
11	PS	3	-	-	1	4
12	RA	-	-	-	1	1
13	RAJ	5	1	-	3	9
14	SL	10	-	-	6	16
15	SM	20	-	1	11	32
16	TY	11	-	-	44	55
17	VI	9	-	-	10	19
18	WN	7	-	-	5	12
19	YA	5	-	-	7	12
Total of Error		170	3	1	131	305

$$\begin{aligned}
 \text{Percentage of Dev. Error} &= \frac{\text{Total of Dev.Error}}{\text{Total of Error's Cause}} \times 100\% \\
 &= \frac{171}{305} \times 100\% = \mathbf{56,06\%}
 \end{aligned}$$

$$\begin{aligned}
 \text{Percentage of Inter. Error} &= \frac{\text{Total of Inter.Error}}{\text{Total of Error's Cause}} \times 100\% \\
 &= \frac{3}{305} \times 100\% = \mathbf{0,98\%}
 \end{aligned}$$

$$\begin{aligned}
 \text{Percentage of Amb. Error} &= \frac{\text{Total of Amb.Error}}{\text{Total of Error's Cause}} \times 100\% \\
 &= \frac{1}{305} \times 100\% = \mathbf{0,33\%}
 \end{aligned}$$

$$\begin{aligned}\text{Percentage of Other. Error} &= \frac{\text{Total of Other.Error}}{\text{Total of Error'sCause}} \times 100\% \\ &= \frac{132}{305} \times 100\% = \mathbf{43,27\%}\end{aligned}$$



Based on the graph above the cause of error frequency in writing the main aspect of narrative text high to low are developmental error by 56,06%, other error by 43,27%, interlingual error by 0,98% and ambiguous error by 0,33%. The main cause of error made by the students is developmental error and the low frequency is ambiguous error. See the appendices for the detail of the analysis.

B. Discussion

1. Errors Types in Writing Main Aspect Used in Narrative Text

a. Omission

Omission errors are characterized by the absence of item that must appear in a well-formed utterance. Omission is categorized in two types, omission of content morpheme and grammatical morpheme. The first, the students wrote it by omitting the grammatical morphemes such as articles, to be, and suffix or prefix. It is because they did not know the rules how to write the word in English. Most of this error categorized as developmental error. The second, the students wrote the sentences by omit the content morphemes such as noun, verb, and adjective. This kind of omission can ruin the meaning of the sentence.

From the students' writing products, the researcher found some of them omit several words in writing main aspect of narrative text. Here are the examples and the explanation:

1) Omission of Transitional Signal

In writing transitinal signal, the student made omission error of content morpheme, no one of them made omission error of grammatical morpheme. The example as follows:

The first example was from VI:

On the trip I just sleep in the car, and we arrived at Pulang Pisau, X we preparation about ate.

In this sentence there were many error, but our focus was omission of Transitional Signal. In this case VI omitted the word “then”, the sentence must be:

On the trip I just slept in the car, and we arrived at Pulang Pisau, then we prepared to eat.

The second error was in this sentence:

We continue to banjar baru and one hour X we arrived at banjar baru.

The students omitted transitional signal “*after that*” in a sentence. The sentence must be:

We continue to banjar baru and one hour after that we arrived at banjar baru.

Based on the analysis result, omission of transitional signal occurred by 0,63%.

2) Omission of Adverb of Frequency

In writing adverb of frequency, no one of them made omission error. So omission of using adverb of frequency occurred by 0%.

3) Omission of Verb Tense

In writing verb tense, the students made many omission errors. The first, omission of grammatical morpheme, there were 5 students made this error. FF, NA, RAJ, SM and TY did this error.

They omitted to be and auxiliary, such as *was* and *did*. The examples as follows:

My friend and my cousin X not helped me, but they are laugh to me.

This error made by NA, she omitted “did” in her sentence.

The sentence should be:

My friend and my cousin did not help me, but they laugh to me.

The second, omission of content morpheme. Almost all students did this error. One of the examples was from SM:

When I was child, my mother evered promised me to buy a new bicycle if I can X value excellent.

The sentence should be:

When I was child, my mother ever promised me to buy a new bicycle if I could get excellent score.”

Omission of verb tense occurred by 15,77%. It indicated that most of the students made errors in the writing of verb tense.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of item which must not appear in a well-formed utterance.

From the students' writing products, the researcher found some of them added suffix, prefix and also several words in writing main aspect of narrative text. Here are the examples and the explanation:

1) Addition of Transitional Signal

In writing transitional signal, just one student did addition error. She is FF. She did simple addition error. She wrote “ *And that I waited in front dormitory.* ” She added the word “that”. The sentence should be: “*And I waited him in front of dormitory.* ”

In writing transitional signal there were not students did double marking and regularization error.

Addition of transitional signal occurred by 0,31%.

2) Addition of Adverb of Frequency

In writing adverb of frequency, there were not students did addition error. So this error occurred by 0%.

3) Addition of Verb Tense

The first is double markings. Some of the students did this error. While they already put a word for a specific surface structure, they put another word which has a same position in surface structure pattern. DA, HAK, IY, MA, NA, PS, RAJ, WN, and YA did this error. The example as follows:

The first example was from HAK:

And when I could slept. I instead got a nightmare.

HAK did double marking error, he wrote the word “sleep” in V2 after auxiliary. The sentence should be:

And when I could sleep. I instead got a nightmare.

After the auxiliary the verb should in V1.

The second example was from MA:

We are brought foods, Drinks, etc.

She added to be before the verb. The sentence should be:

We brought foods, Drinks, etc.

The next was regularization. This kind of addition occurred if the student overgeneralized the pattern of V2 and V3. For example The verb “eat” does not became “eated”, but “ate”. Based on the analysis result, just one student did this kind of error. She was NA. Here was her sentence:

It X so funny for us. After that, when I want to X down, I falld from a tree and that is made my head was clamp between two branchX of tree.

The sentence should be:

It was so funny for us. After that, when I want to go down, I fell from a tree and that made my head was clamp between two branches of tree.

The last was simple addition. This kind of error classification is a kind “grab bag”. If the addition error is not classified as double markings or regularization, then it will end in

simple addition classification. One of the student who did this kind of error. Here was the example:

When we have been X party about birthday party, she was acting to maked her cried members.

She added “*been*” in her sentence. The sentence should be:

When we had a birthday party, she was acting to make her member cried.

Based on the analysis result addition of verb tense occurred by 12,93% of total error. It indicated that the students need to increase their awareness in putting a word which has a same position in surface structure taxonomy.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The first was regularization. This error occurred when the students used regular marker in place of an irregular one. The second was archi-forms. This error occurred when the students a wrong word but in a same class with the true one. The third misformation error did by the students was alternating forms. This error occurred when the students failed to use the correct word that totally different from the true one.

1) Misformation of Transitional Signal

In writing transitional Signal the students just did archi-form error. There was 4 students did this type of error. They were DYM, IY, TS and YA. The example as follows:

The first example was from DYM:

I make a friend with her when I was in elementary school on class four.

She wrote not appropriate preposition, the sentence should be:

I made a friend with her when I was in elementary school in grade four.

The second example was from IY:

Last month ago, on new years holiday, January 2013 I went Tangkiling hill.

Same as like DYM, IY not appropriate preposition, the sentence should be:

Last month , in new years holiday, on January 2013 I went to Tangkiling hill.

TS and YA did the same case with DYM and IY. Based on the analysis result misformation of transitional signal occurred by 1,89 % of total error.

2) Misformation of Adverb of Frequency

In writing adverb of frequency no one of the students did Regularization and Archi-Form error. But there was a student did Alternating Form Error, she is SM. Here was her sentence that contain this type of error:

When I was child, my mother evered promised me to buy a new bicycle if I can value excellent.

The sentence should be:

When I was child, my mother ever promised me to buy a new bicycle if I could get excellent score.

Based on the analysis result misformation of adverb of frequency occurred by 0,31 % of total error.

3) Misformation of Verb Tense

In writing verb tense, all of students did this type of error. The first regularization, there was a student did this error. She was TY. The example as follow:

My friends cryed when she was in front of ma'had dorm because, my musrifah her dishonest.

The sentence should be:

My friend cried when she had been in front of Ma'had Dorm, because My musrifah lie to her.

The second was Archi Form, almost student did this type of error. The example as follows:

After pray I want to come back to dormitory but I cant find my slipper.

Above sentence is WN's Sentence, she wrote auxiliary can in form V1 in past sentence. The sentence should be:

After pray I want to come back to dormitory but I could not find my slipper.

The other sentence was from PS:

That is the first our birthday party.

He used to be in form V1, the sentence should be:

That was the first our birthday party.

The third was alternating form, most of the students did this error. For example:

The first time I live in dormitory, I fell happy.

MIS used V1 in past sentence, the sentence should be:

The first time I lived in dormitory, I fell happy.

Based on the analysis result misformation of verb tense occurred by 66,24 % of total error. This is the high frequency of error in writing the main aspect of narrative text. This result indicated that the students should learn more about vocabulary. The misuse of vocabulary can lead readers to a wrong meaning. In archi-forms, the students need to learn more about articles,

conjunction, to be, and preposition. Those are where the errors occurred the most. In alternating forms, the students need to elaborate their vocabulary size and mastery.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Most of this kind of errors are because they are still using their mother tongue morpheme placement. Some of the students did this kind of error. There was not students did misordering in writing transitional signal and adverb of frequency. But in writing verb tense there were some students did this type of error.

TY was one of the students who did this error. The example as follow:

When we have been X party about birthday party, she was acting to maked her cried members.

She wrong in the placement, the sentence should be:

When we had a birthday party, she was acting to make her member cried.

Based on the analysis result, misordering error occurred by 1,89 % of total error. It indicated that this kind of error is not a big problem, but there were some students who failed to follow English pattern have to distinguish language pattern if they want to use the language.

2. Error Causes in Writing Main Aspect of Narrative Text

a. Developmental Errors

Dulay stated that developmental error is characterized by error pattern which similar to the way of native speaker's children learn the language.¹ When a child learn their mother tongue language, the usually omit the grammatical morphemes form the sentence, omit the past time marker and suffix or prefix. Some of the students' errors are categorized as developmental error. IYdid this kind of error. The example as follow:

We arrive at 2 pm o'clock.

IY used V1 in the past sentence, an error that a child usually do when they learn a language. The sentence should be:

We arrived at 2 pm o'clock.

DR also did this error, The example as follow:

Many stand X in there especialy food and culture.

DR omitted to be "was" from the sentence, she also omitted some of word such as "stand" and "of" this kind of error also done by a child when they learn a language. She used her mother tounge language. The sentence shouldd be:

Many stand was over there especialy stand of food and culture.

Based on the analysis result, developmental error occurred by 56,06% of total error. In line with Dulay, this result indicated that some

¹ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, p.165.

students are still learning the language and still in a phase where they learn English language like native speaker's child learn the language.

b. Interlingual Errors

Interlingual error was characterized by error that error occurred because of the intervention of the students' mother tongue language. In this case, the students' mother tongue language is Indonesian language.² RAJ did this kind of error. The example as follow:

The last calling my uncle has answered it.

RAJ failure was in the translation problem. The sentence should be:

The last calling was answered by my uncle.

Based on the analysis result, interlingual error caused students' errors by 0,98 % of total error. In line with Dulay, it indicated some of the students are using their mother tongue language pattern in English writing. This error can be eliminated by providing more English learning about grammatical structure, and also a good English learning environment.

c. Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual.³ In the writing products made by

² Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, p.171.

³Ibid.,

the students, just one student did this error.⁴ She is SM. The example as follow:

Because I very happy, I X not see hole in front of , finally I fall.

She omitted “did” before the word “not” because the word “not” in Indonesia Language has meaning “tidak” so she throught that her sentence was complete. While her sentence was uncomplete. The sentence should be:

Because I was very happy, I did not see a hole in front of me, finally I fell.

The errors reflect the way learner’s native language structure pattern, and children developmental in acquiring language at the same time

d. Other Errors

Other errors are the opposite of ambiguous errors. Those errors classified neither developmental nor interlingual. That is because these errors do not reflect the way learner’s native language structure pattern and children developmental in acquiring language at all. All of the students did this error. For example, TY did these errors in the most of her writing product. The example as follow:

She always celebration birthday her members.

⁴ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, p.172.

TY did error in writing predicate of her sentence. The word “celebration” is Noun. The word should be in form verb “celebrated”.

So the correct sentence was:

She always celebrated her members' birthday.

That error do not reflect the native speaker mother tongue pattern and children developmental in acquiring language.

Based on the analysis result, other errors caused students error by 43,27 % of total error. In line with Dulay *et al*, it indicated that most of the students are making errors due to their misconception of English language. These errors can be solved by learning more about English rules in writing.