

THE ANALYSIS OF GRAMMATICAL PROBLEMS AND GENERIC STRUCTURE OF NARRATIVE TEXT WRITTEN BY THE ELEVENTH GRADUATE STUDENTS OF LANGUAGE PROGRAM AT SMAK ST.KLAUS WERANG-WEST FLORES

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Abstract: *The Analysis of Grammatical Problems And Generic Structure of Narrative Text Wrtten By The Eleventh Graduate Students Of Language Program At SMAK St.Klaus Werang-West Flores.* The study was intended to analyze grammatical problem and generic structures of narrative text written by the eleventh grade students of Language program at SMAK St. Klaus–West Flores in the academic year 2016/2017. The data were mainly collected through assignment on narrative written text and itervies and were analyzed descriptively using Dulay’lingistics taxonomy (1982) and Fink’ category (2005). The result of data analysis revealed that the students committed errors in their narrative writing, namely article, possessive case, omission of – ed, regularization by adding –ed, simple present tense used in place of simple past tense, omission of –be, pluralization, pronoun, preposition, omission of main verb, subject verb agreement, word order, diction, spelling, passive form, adverb, conjunction, double marking, and modals. The cause of error was interference, lack of vocabularies, and motivation, and teacher’ ability/qualification.

Keywords: grammatical problem, generic structure, narrative paragraph

Abstrak: *Analisis Masalah Gramatik dan Struktur Generik Teks Narratif yang Dituliskan Oleh Siswa Lulusan Program Bahasa di SMAK St. Klaus Werang-Flores Barat.* Penelitian ini bertujuan menganalisis masalah tata bahasa dan genre dalam karangan Narasi yang ditulis oleh kelas XI SMA program bahasa St. Klaus Werang tahun 2016/2017. Data diperoleh dengan cara menganalisis karangan narasi dan wawancara dan dianalisa berdasarkan pada teori taksonomi linguistik Dulay dan Fink. Data ini memperlihatkan kesalahan tata bahasa dalam karangan narasi, yaitu dalam kasus kepunyaan, penghilangan –ed , penambahan –ed pada kata kerja beraturan, waktu sekarang digunakan pada waktu lampau, penghilangan - be, bentuk jamak, kata ganti, kata depan, penghilangan kata kerja dasar/kata kerja utama, ketepatan antara subyek dan kata kerja, susunan kata, pilihan kata, pengejaan, bentuk pasif, kata keterangan, kata sambung , *double marking*, dan modals. Penyebab dari kesalahan itu adalah interference, kekurangan kosa kata, minimnya motivasi, dan kemampuan guru.

Kata Kunci: masalah gramatik, struktur generik, karangan narasi

INTRODUCTION

Proper grammar is essential to the success in writing. Making simple grammatical error can prevent the students from creating a positive impression. Using proper grammar in writing will earn the respect of the readers. It will make the writing clearer and it will also make ideas easily understood by the readers. However, in real situation, the student often find it

difficult when they are asked to write a paragraph. They committed types of error; generally occur at the level of vocabulary, phonology, morphology, and syntax.

Dulay, et.al (1982) attempted that error is a derivation of the target rules. It is noticeable deviation when a learner makes such a sentence as “I go to the beach two days ago”. If we notice the error, we find the incorrect form of the past form verb” go”. In a simpler way, we can identify and

subsume the type of error as a grammatical error. Furthermore, to a certain extent, the error characterizes learners' competence toward the target language structure. Thus, a conclusion can be made that the learner does not possess enough knowledge of the target linguistic structures. Similarly, Corder (1967 cited in Dulay et al, 1982) defined error on the other hand points to the systematic deviation due to the learners' developmental stage of learning L2 rule system. This definition stresses the same point as suggested by Dulay et al (1982), namely error resulted from the limited knowledge (competence), or it, in a particular context, related to second/foreign language learners' knowledge under a developmental stage.

Error analysis became a primary means to conduct research into Second Language acquisition learners such as those published in Richards' Error Analysis (1974). Error analysis emphasizes the significant of error in learners interlanguage system (Brown,1994:204). Furthermore, he states that interlanguage refers to the "separateness of a second language learners' system, a system that has a structurally intermediate status between the native and target languages."

Narrative paragraph is one of writing which is characterized by telling a story. Celce-Murcia and Olshtain (2000:151) state that the narrative is structure around a chronological development of events and is entered on a person. It is usually personalized and tells about the events related to the person or persons involved. There are some generics of literary text which are classified as the narrative text. Some of them are folktales, includes fables, legend, myth, or realistic tales and mysteries, fantasy, science or realistic fiction. Fink (2005) explained the following characteristic of narrative text: orientation: it sets the scene and introduces the participants/characters; complication: it explores the conflict in the story. It will how the crisis, rising crisis and climax of

the story; resolution: it shows the situation which the problems have been resolved. It must be our note that "resolved" means accomplished whether succeed or fail. Moral/Coda/ Evaluative ending: there may be a moral or message at the end of the story. According to Fink (2005) the purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In a well-written narrative, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a control theme or impression. All the details work together to develop an identifiable story line that easy to follow and paraphrase. Principles of writing good narrative paragraph are also required. Abisamra (2003), there are three principles of writing narrative text: First, Remember to involve reader in the story. It is much more interesting to actually recreate an incident for readers than to simply tell about it. Second, Find generalization which story supports. This is the only way the writer's personal experience will take on meaning for readers. This generalization does not have to encompass humanity as a whole; it can concern the writer, men, women, or children of various ages and background. Third, Remember that although the main component of a narrative is the story, details must be carefully selected to support, explain, and enhance the story.

There are some empirical studies that investigated the occurrence of error in terms of types, sources, and nature. In fact, they have outlined on the basic of particular linguistic components, they are as follows:

Dulay and Burt (1974 in Ellis,2005) classified errors into linguistic category, includes morphology and syntax. Moreover, surface taxonomy are four principal ways in which learners modify target forms: omission error is the absence of an element of language which must

occur in well formed utterance, addition, error occurs because the students adds an item which should be omitted in a sentence, such as: Regulation (for example, *eated for ate?*), Double marking (for example, *He didn't came*), simple addition (i.e. addition not describable as regulazation or double marking), Misformation errors caused by the use of wrong morpheme or structure. There are three types of misformation error, like as: Regulation (for example, *Do they be happy?*), Archi-form (for example, the learners uses me as both a subject and object pronoun), Alternating forms (for example, *Don't + v and No + v*), Misordering errors characterized by the incorrect placement of a morpheme or group of morphemes in an utterance as in *She fight all the time her brother*.

Politzer and Ramirez (1973) as cited Dulay et al, (1982) studied 120 Mexican-American children learning English in the United States. Their outlines of error taxonomies were very limited and structural. They did not provide in depth discussion of the types of error. They did not deal with question such as 'what underlies those types of error and its sources'. Therefore, it can be said that those error taxonomies are superficially designed. They are not meaningful in the context of second/foreign language learning.

Concerning the taxonomies of error, Kerr (1988) conducted the study of the identification of instances transfer and interference in samples of writing and speech of Vietnamse learners of English as a second Language. The study focused on the observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language. The result of the study show that a total of 115 errors can be directly to interference from L1. The omission of the article, the plural endings and the third singular present tense "s" all reflect the absence of any of these forms in the vietnames language. The errors were

categorized as stemming from overgeneralization of L2 rules, or an inadequate knowledge of these rules, fall into three main groups. There are incorrect use of verb tenses, auxiliaries and infinitives, incorrect insertion of the article, and incorrect use of preposition. Moreover, in the sample of oral speech, interference from L1 was much more evident, with intonation and stress differences resulting in a degree of unintelligibility.

Richard (1971) cited in Johnson (2001) conducted a study about error in the context of learning second/foreign language. The study found out that there are two main categories of error, namely interlingual and non-interlingual errors (intralingual or developmental ones). He further classifies intralingual error into some types, namely overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized. The types of error are non – contrastive and therefore reflect characteristics of the error in the process of learning.

Abisamra (2003) conducted a study of error analysis among Arabia English speakers' writing. The study focused on a sample of written work was collected from 110 students. Those students are in grade nine. These students were provided with the topic "What are your plans for the future?" and were asked to write it in 200-250 words. The result of the study shows that the total numbers of errors found in the 10 essay under study was 214. The total percentage of Transfer errors was 35.9 %, where as the total percentage of Intralingual errors were 6.1 %. These figures show that the highest percentage of Transfer errors was in semantic and Lexical.

Cabrera, et al.(2005) made a study of Overgeeralization of Causatives and transfer in L Spanish and L2 English. Research on the L2 acquisition of argument structure has shown that the beginner and intermediate L2 learners are

strongly influenced by their L1. Overgeneralization errors motivated by transfer of L1 knowledge are predicted by the transfer while transfer is not the source of overgeneralized causative because these structures are not acceptable in the L1. Therefore, these errors are motivated by the learners's lack of knowledge of the lexico-semantic feature that determine which verb classes alternate in transitivity.

Romanus (2008) studies the errors made by the second semester students of English Department of STKIP – YPUP Makasar in using parts of speech (verb and adverb). The result of data analysis indicates the students' error in using parts of speech were as follows: addition errors (18,05%), omission errors (19,09%), misformation errors (40,10%), misselection errors (21,18%), interlingual error (35,93%) intralingual error (64,75%), local error (64,06%), and global error (35,93%). There were some reasons that caused the subject to commit those errors such as the students had less of knowledge toward parts of speech, the lecture rarely used an extracurricular method in teaching English, the lecture rarely returned the students' exercises and the students do not have an English grammar book.

Astasary (2009) conducted a study Grammatical Errors in students' writing. The respondents of the study were the eleven grade of SMAN I Malang major in IPA. The study employed descriptive qualitative approach and used a case study designed to investigate grammatical problems in one particular class. The results of the study are depicted as follows; that 85 of the students wrote narratives on free topic. The grammatical errors found were classified based on the surface strategy taxonomy proposed by Dulay et al. (1982); there were errors of omission, errors of addition, errors of misformation and errors of misordering. The study reveals that there are 860 errors found from the data. The highest frequency of error is omission errors (41,51 %) that consist of: omission of verb inflection –

ed/-d, omission of to be, omission of plural marker –s/-es, addition of articles and definite article, addition of –ing, -ly, and addition of verb auxiliary. Misordering error come as the lowest frequency of error that only amount to 1.3 %. Errors of misordering include misordering of adverb, misordering of modal auxiliary, misordering of noun phrase and misordering of subject. Interlingual and intralingual interference are considered as the major cause of these error.

Of the previous studies present above, the writer can infer that the results present study does not replicate the same studies which have been previously done by other researchers. The study administered was mainly designed to analysis about grammatical problems and generic structures of narrative text written by the eleventh grade students of language program at SMAK St. Klaus- West Flores.

This study is conducted to answer the following questions: 1) what kinds of grammatical errors are committed by the eleventh grade students of language program of SMAK St. Klaus-West Flores in writing a narrative text? 2) What are the frequencies of each kind errors committed by the eleventh grade students of language program of SMAK St. Klaus – West Flores in writing a narrative? 3) What are the sources of error made by the eleventh grade students of language program of SMAK St. Klaus- West Flores in writing a narrative? 4) What are the generic structure of the students' narrative?

THE RESEARCH METHOD

This study employs descriptive quality research. Qualitative research is a study that aims at investigating the quality of relationship, activities, situations, or materials. A qualitative researcher is especially interested in how things occur and particularly in its natural setting according to the perspective of the subject

under study (Walen and Fraenkel, 1993:427).

The study used two data collection methods. These are documents (analyzing the narratives) and interviews. To obtain the intended data, the products of students' writing or documents were collected by the researcher. The researcher had to plan in how to select and order the contents that were available for analysis. The contents being analyzed were not influenced by researchers' presence.

Data classification includes several activities. First, the researcher conducted grammatical errors analysis from the collected written narratives by the students. The types of error were classified based on the linguistics taxonomy proposed by Dulay (1982). Second, the writer focuses and simplifies the collected data to discover its relevance to the research problem. Third, based on the classified data, the researcher categorized and analyzed the different types of error committed by the subjects. The researcher calculated the frequency of errors in the data. In addition, the researcher classifies the generic structure of written narrative (text) using the approach proposed by Fink (2005). The narrative of the students was analyzed based on three categories. These categories consist of orientation, complication, and resolution.

Data display includes organizing and entering the data into matrices. The types of error and frequencies of error were displayed in table form. The same procedure was applied to the result of the interviews and the generic structures of students' writing.

After reporting the result of the analysis, the conclusion of the research was drawn. To check the validity (the trustworthiness) of the research findings, the researcher used a colleague checking technique. This technique is also called "source based triangulation". The triangulation technique was conducted in the form of discussion that involved two teachers, who are currently teaching

English at the eleventh grade at SMAK St. Klaus- Wet Flores in the academic year 2016/2017. The discussion was intended to get a critical view and a competing explanation towards the research findings concerning the types of error committed by the eleventh grade students in writing narrative paragraph.

The issue to be investigated was the examining of grammatical problems and generic structure of the narrative written by the eleventh grade students of language program at SMAK St. Klaus-west Flores in the academic year 2016/2017. The total number of students was 21 students have been learning English as a foreign language including various kinds of genre such as narrative, descriptive, recount, and report.

The students were asked to write a narrative with the topic, "My unforgettable experience" in 200-250 words. But if the students having trouble choosing an experience to write about, the researcher took a quick glance through the prompts below.

- **A childhood event.** Think of an experience when you learned something for the first time, or when you realized how important someone was for you.
- **Achieving a goal.** Think about a particularly meaningful achievement in your life, such as you can enroll the best school which you applied or you succeed passed your National Examination.
- **A failure.** Think about a time when you did not perform as well as you had wanted. Focusing on an experience like this can result in rewarding reflections about the positive emerging from the negative.
- **A good or bad deed.** Think about a time when you did or did not stand up for yourself or someone else in the face of adversity or challenge.

The activity occurred during the English class at the eleventh grade students of language program at SMAK St.Klaus – west Flores. The time frame for the task was about 70 minutes. The narrative were collected and analyzed. This aims at finding answers to research questions number 1,2,3,and 4.

RESULT AND DISCUSSION

The tables below are the result of the calculation of data analysis. The study

found out that the subjects committed nineteen types of grammatical error in writing a narrative paragraph. These grammatical errors were identified as article, possessive case, omission of *-ed*, simple present tense used in place of simple past tense, omission of *-be*, pluralization, pronoun, preposition, omission of main verb, subject-verb agreement, word order, diction, spelling, passive form, adverb, conjunction, double marking, and modals.

Table 1
Types and Frequencies of Error Used

NO	TYPES OF ERROR	FREQUENCY OF ERRORS	%
1.	Article	14	11 %
2.	Possessive case	7	5 %
3.	Omission of <i>-ed</i>	36	32 %
4.	Regulation by adding <i>-ed</i>	6	4 %
5.	Simple present tense used in place of simple past tense	72	58 %
6.	Omission of <i>-be</i>	37	25 %
7.	Pluralization	15	48 %
8.	Pronoun	16	3 %
9.	Preposition	26	13 %
10.	Omission of main verb	5	2 %
11.	Subject – Verb agreement	8	12 %
12.	Word Order	36	10 %
13.	Diction	70	78 %
14.	Spelling	11	2 %
15.	Passive Form	3	8 %
16.	Adverb	2	3 %
17.	Conjunction	9	5 %
18.	Double Marking	23	46 %
19.	Modals	9	5 %

Table 2
Data in Relation to the Record of Interview

NO	DATA FROM THE RECORD OF INTERVIEW
1.	The problem that I face in writing English composition is lack of vocabularies and grammar as well
2.	Having a limited knowledge of English grammar and it influences my English pattern in writing
3.	Having difficulties in learning for the make of morphologically changes.
4.	Memorizing text and definition is our focus; not practice.
5.	Having no clear evaluation as well as assessment from the teacher to be followed up.
6.	The focus of learning English is the examination.
7.	The local language is commonly used in daily conversation.
8.	Being afraid of using language for the mistakes and errors.
9.	Being able to write in English if only there is assignment.
10.	Being active in learning English if the topic is interesting

Table 3
The Generic Structure of Narrative Text Written

NO	CODES	ORIENTATION	COMPLICATION	RESOLUTION
1.	Student I	V	V	V
2.	Student II	V	V	-
3.	Student III	V	V	-
4.	Student IV	V	V	V
5.	Student V	V	V	V
6.	Student VI	V	V	-
7.	Student VII	V	V	-
8.	Student VIII	V	V	V
9.	Student IX	V	V	-
10.	Student X	V	V	V
11.	Student XI	V	V	V
12.	Student XII	V	-	-
13.	Student XIII	V	V	V
14.	Student XIV	V	V	V
15.	Student XV	V	V	-
16.	Student XVI	V	V	V
17.	Student XVII	V	V	V
18.	Student XVIII	V	V	-
19.	Student XIX	V	V	-
20.	Student XX	V	V	V

As stated in the previous research questions that this research was conducted to answer the following questions: 1. What kinds of grammatical errors are committed by the eleventh grade students of language program of SMAK St.Klaus-West in writing a narrative text? 2. What are the frequencies of each kind errors committed by the eleventh grade students of language program of SMAK St. Klaus- West Flores in writing a narrative paragraph? 3. What are the sources of error made by the eleventh grade students of language program of SMAK St. Klaus- West Flores in writing a narrative? 4.What are the generic structure of the students' narrative?

In response to the first research question, the results of the research study revealed that the eleventh grade students of language program of SMAK St. Klaus-West Flores in writing a narrative paragraph committed types of error ; such as article, possessive case, omission of *-ed* , regularization by adding *-ed* , simple present tense used in place of simple past tense , omission of *-be* , pluralization ,

pronoun, preposition, omission of main verb, subject-verb agreement, word order, diction, spelling, passive form, adverb, conjunction, double marking, and modals (see table 1).

The present study consistently showed that the subjects committed nineteen types of error in writing the narrative paragraph. This discussion part mainly focuses on the interpretation or explanation of the nineteen types of error discovered in the narrative texts.

Article

Article "a" and "an" can be used only in front of singular countable noun. Article "a", is used before consonant sound of countable nouns, while article "an" is used in front of vowel sound of singular countable nouns. Most of errors committed by the students on the area of using the articles were errors of omission of article "a" in front of singular countable nouns. These errors were attributed (caused) to the fact of negative transfer of students' L1 to L2. The students have the

tendency to directly translate sentences of their L1 to L2 (English) without taking into consideration the rules of the second language (L2).

The following extracts are taken from the students' writing.

In Timor, he met with young beautiful woman, it should be In Timor, he met a young beautiful woman.

She looks like a angel, the sentence should be She looked like an angels. She diligent girl. Should be she was a diligent girl.

Possessive case (omission of apostrophes)

Possessive case is the case expressing ownership. The term "possessive case" is often used to refer to the "s" morpheme, which is suffixed onto many nouns in English to denote possession.

For example :

- After take lunch I and my brother, and my uncle went to *Sano Nggoang lake*. Correct form: After taking lunch, my uncle, my brother and I went to *Sano Nggoang' lake*.
- We sleep in **my uncle home**. The correct form : We slept in **my uncle' home**.

Omission of -ed/d

The simple past form of a verb is acquired by adding -ed in the end of a regular verb as in the following examples made by the students in their writing but irregular verb forms have to be learned (memorized) because of its irregularity in forms. In Bahasa the verb form is consistent whether in infinitive or preterit and in regular form of verb or in irregular form.

For instance :

- In the afternoon, I soon *prepare* and served some meal for my dinner. The correct form: In the afternoon, I soon prepared and served some meal for my dinner.
- After dinner, I *watch* TV
- I *ask* him to meet on Sunday.
- They live in West Flores.

Regularization by adding -ed

Regularization errors that fall under the addition category are those in which a marker typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a markers, such as:

- I meteed them.
- I falled in the bathroom
- He catched me.
- You readed my experience in my diary book
- I slepted early.
- My brother leaved my home.

From the examples above, such errors in learners' performance included **readed, meted, falled, leaved, catched** and **slepted**, were irregular of past tense marker. Those words did not need to be added by suffix-ed, because these words have their own form, such as the word "leaved" become "left" been added to items which do not take markers. The verb meet did not become meted but met; and so forth.

Simple present tense used in place of simple past tense

The data shows that the students were confused by the changes of verb that indicates present activities and past activity. The structure of the narrative demands past form, thus narrative/stories about experience must be written in past form. The students however were inconsistent in observing and using English grammatical rules. These errors were caused by interference; which is the

interference of students' L1. In Indonesia, the forms of verbs are consistent despite of its use in indicating the present or past activities.

The examples of errors made by the students were:

1. Last two years, I, my friends and my teachers **go** vacation. Correct form in past tense Two last years, I, my friends, and my teachers **went** vacation.
2. Last Saturday night **is** my birthday party. The sentence should be Last Saturday night **was** my birthday party.
3. I **go** fishing by boat last Sunday. Correct form in past tense is I **went** fishing by boat last Sunday.

Omission of *-be*

In English, predicate can be verb in verbal sentence and "to be" is placed before the noun/adjective. To explain or indicate past activities the form of "to be" used are "was" for singular subject and "were" for plural subject. However, the "to be" does not exist in Bahasa Indonesia. As consequence, the students translated the sentences into English directly without thinking about the rules for nominal/adjective in English. The blank spaces in the sentences below should be completed using "to be".

Error form: I * very afraid it should be I was very afraid.

My family and I * proud of her the correct form is My family and I were proud of hers.

Pluralization

Singular noun is used when a noun means only one, it said to be singular. And plural noun is when a noun means more than one, it is said to be plural. The errors on pluralization were committed by nine students particularly when they omitted the plural form of noun or as they failed to add

-s to the noun, but using plural form in place of singular form.

Some examples:

They had two daughter and one boy. The sentence should be they had two daughters and one boy.

My parents live two day . It should be my parents lived two *days*.

Pronoun

A pronoun is often defined as a word which can be used instead of a noun. Grammarians classify pronoun into several types, such as the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

The students were also confused in employing pronoun in English. The errors made by the students in term of pronoun were omission of possessive pronoun, subjective pronoun, and the wrong used of objective pronoun, including:

1. 1st Person possessive (my)

Next time, I told her about **I** problem. Correct form: next time, I told **my** problem.

2. 3rd Person Subjective Singular pronoun

Example:

I remember hers because **he** is my best friend. The Correct form: I remembered her because **she** is my best friend.

She saw a man then he run because **she** was very afraid. The sentence should be She saw a man who run quickly because **he** was very afraid.

3. 1st person Singular (Me)

She asked **I** to check up in hospital.

Correct form is She asked **me** to check up in hospital.

Preposition

Preposition is a word which expresses the relationship of one word with another. The placing of preposition depends to some extent on the type of writing or speech in which it is used (Chrystal(2000), Metcalfe and Astle (2004) in Onike (2007). The students mostly made errors in using appropriate prepositions in their sentences.

Preposition posed a great difficulty for the eleventh grade students of SMAK St. Klaus West Flores since there are various prepositions in English which possess the similar function. As a result, the students were not sure which preposition is used in a certain sentence. They often compare the prepositions with its Indonesian equivalence. Hence, the students made wrong choice of prepositions in their writings, in the case of:

1. Preposition “by”

In general, the formula of “by” as a preposition indicating means, method, or the way doing something is “by” + noun without article “a” or “the”

For examples:

I go to school by bicycle.

My father went abroad by plane.

However, from the data, it was found that the students made error in using this preposition.

Students' error:

I go to school *by foot*.

Correct form:

I go to school *on foot*.

2. Preposition “at”

Students' error in using preposition “at”

At holiday, he went to Timor.

The correct form was *On holiday*, he went to Timor.

Omission of main verb of a sentence

Verbal sentence is a sentence in which the predicate of the sentence is verb. The formula of verbal sentence is S + V. the following table provides sentences without predicate.

For example:

1. Next, one day Richard and I * to the forest . It should be Next day, Richard and I *went* to the forest.
2. I didn't * well bout him. The correct form is I didn't *know* him well.

Subject Verb Agreement

In English grammar, a plural subject does not agree with a singular verb, and a singular subject does not agree with a plural verb. The subject of the sentence determines the verb form in English. In Bahasa Indonesia on the other hand, the form of the verb does not change (consistent) despite of its' use in or for different subject. The differences of rules in subject-verb agreement in students' L1 (Indonesia) and English resulted to the fact that some students committed errors in their writing. The students tended to make direct translation from L1 to L2 in their writings. Moreover, the errors were also caused by the students' deficiency (lack of) in mastering the basic grammatical rules in writing in English.

For instance: *-We was* cared, the correct form of the example was: *We were* scared.

- Our body were hurt. The correct form of the example was:
Our body was hurt.

Word Order

A proper word order in English structure for nominal sentence is Subject + to be + Adjective/Noun + Object + Complement. The students committed

errors in words formation because of the L1 (Bahasa Indonesia) interference to the target language.

Example: She saw a man then he run because she was very afraid The correct form: I saw man who run because he was afraid.

Diction

Diction is defined simply as choice of words. A good writing need appropriate word. In their writing, the students were unable to use appropriate words so, their paragraph were not smooth.

Example: He came with his white T-shirt and black jeans. The correct form was he wore suitable his white T shirt and black jeans.

Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order. It is one of the elements of orthography and a prescriptive element of alphabetic languages. The errors made by some students were omission of form of word.

Examples:

1. Unfortunately, my young brother *hel* me. The correct form was Unfortunately, my young brother *helped* me.
2. Many tourists *visted* Sanonggoang lake. The correct form was many tourists *visited* Sanonggoang lake.

Passive Form/Active Form

The difference between active and passive voice construction lies on the existence or the presence of “*to be*”. Their sentences are more likely intended to convey an active sentence meaning instead of passive meaning.

Examples:

1. I angry by father and mother. The correct form was:
I am scolded by my parents.
2. She was bought a T-Shirt for me. The sentence should be:
A T-shirt was bought hers to me.

Adverb

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree, and answers questions such as “how,” “when,” “how much”.

Example:

1. They give a kind of medicine, and asked me to drink medicine regular.
2. He came lately.

The sentence *They give a kind of medicine, and asked me to drink medicine regular* used adjective in place of adverb. The word “regular” should be written “regularly”. And the sentence *He came lately* instead of *He came late*.

Conjunction

Conjunction relations can be divided into four types, namely: additive conjunction, adversative conjunction, causal conjunction and temporal conjunction (Hasan and Halliday, 1976). In the students’ writing, conjunction relation occurs both within and between sentences.

Examples:

1. And then we went to Nuncung near Lenda. The correct form of the sentence was the we went to Nuncung near lenda.
2. Next, before we went to Robo, my mother prepared delicious food for my grandmother. The correct form was my mother

prepared delicious for my grandmother before we went to Robo.

Double Marking

It is an error which the students often put more than one marking when the language requires its expression. The types of addition errors are called double marking. For examples:

Last month my brother and I went to Sano Nggoang lake to **visited** my uncle, it should be last month, my brother and I went to Sano Nggoang lake to visit my Uncle. Sometimes he **didn't cared** of me should be sometimes he **didn't care** me.

Modals

A modal verb (also modal, modal auxiliary verb, modal auxiliary) is a type of auxiliary verb that is used to indicate modality. Modals are followed by only the base form of the verb and are not used alone unless there is a clear connection to a main verb. In writing the narrative the students tended to translate the words in Indonesia into English without thinking about the rules. So, they made errors on it. Some examples: I cannot answered for few minutes, it should be I couldn't answer at the moment. At the class, I cannot to studied, it should be I couldn't study well in classroom because it was noise.

In response to the second question, the results of the research showed that the frequency of errors are: article was with 14, possessive case was with 7, omission of *-ed* was with 36, regularization by adding *-ed* was with 6, simple present tense used in place of simple past tense was with 72, omission of *-be* was with 37, pluralization was with 15, pronoun was with 16, preposition was with 26, omission of main verb was with 5, subject-verb agreement was with 8, word order was

with 36, diction was with 70, spelling was with 11, passive form was with 3, adverb was 2, conjunction was with 9, double marking was with 3, and modals was with 9.

Thus it can be stated that simple present used in place of simple past tense was at a higher frequency than other types of errors. Diction, word order, omission of *be*, omission of *-ed* were at medium frequencies. Double marking, preposition, pluralization, pronoun, article, and spelling were at average frequencies. Omission of main verb, subject verb agreement, passive form, possessive case, regulation by adding *-ed* and conjunction were at lower frequencies.

The various types of error mentioned above may also be categorized as linguistic category. The subject resorted to commit those nineteen types of error when they were asked to write a narrative paragraph about their unforgettable experience as topic. In their writing, the subjects used L1 word meaning or patterns (rules) into L2 learning (EFL) to make up their insufficiency or limitation of the target language knowledge. It implies that the learners' has the greater influence to L2 learning process.

The reasons why the subjects of the study produced the nineteen types of error in writing a narrative. These were because of lack of vocabulary, interference, and motivation as well. Academic writing is believed to be cognitively complex. Acquisition of academic vocabulary, grammar, and discourse style I particularly difficult. According to cognitive theory, communicating orally or in writing is an active process of skill development and gradual elimination of errors the learner internalizes the language. Indeed, acquisition is a product of a complex interaction of the linguistic environment and the learner's internal mechanism. With practice, there is continual restructuring where as learners' shift the internal representation in order to achieve increasing degrees of mastery in L2

(McLaughlin, 1988). Selinker (1972 in Elis 1997:3) introduced 'interference', which is associated to the unique linguistic system that can be partially referred to their first language and the target language. In this case, the learners construct a system of abstract linguistic rules, which interferes the comprehension and the production of the L2. Viewing the findings, it could be known that the errors committed by the students were caused by interference of students L1. The students tended to translate the sentences in their L1 into English directly without reminding the grammatical rules in English because they had incomplete about English grammar. In the context of second language or foreign language learning, motivation is perceived to be composed of three elements, namely: effort, desire, and effect (Gadner 1982, as cited in Holt, 2001). With regard to interviews, it found that the students had low motivation in learning English. For them, being active in learning English if the topic is interesting.

The types of generic structure used by the eleventh grade students of language program in their narratives were orientation, complication, and resolution. However not all students were able to develop the complete phases (stages) of the generic structure of narrative text. The data shows, there were eleven students who were able to write a narrative well, there were eight students missed one characteristic of generic structure of narrative text. His narrative did not have complication and resolution. The students' narrative clearly presented the various degree of linguistic competence. Some narratives were less coherent than the others do. Most of them were caused by problems in their topic sentence, and problems of lacking of specific topic.

Reasons That Underlie The Source of Errors

Writing is a complex process. This particularly true to writing in second

language. It involves the ability to communicate in L2 (learner output) and the ability to construct a text in order to express one's ideas effectively in writing. In fact, the students generally produce texts that contain varying degrees of grammatical errors. Moreover, many research findings show that there are indications that errors are occasioned by some various factors. These kinds of errors are especially common among L writers who have a lot of ideas, but with limited vocabulary to express what they wanted to write a paragraph. Therefore, it is extremely possible that learners share some reasons that are different from others. In this study, the data collected through interviews show that the subjects committed various errors in writing for particular reasons.

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Lack of Vocabularies

Academic writing is believed to be cognitively complex. Acquisition of academic vocabulary, grammar, and discourse style is particularly difficult. According to cognitive theory, communicating orally or in writing is an

active process of skill development and gradual elimination of errors as the learners internalize the language. Indeed, acquisition is a product of a complex interaction of the linguistic environment and the learner's internal mechanism. With practice, there is continual restructuring where as learners' shift these internal representations in order to achieve degrees of mastery in L2 (McLaughlin, 1988).

With regard to the mastery of text type's especially narrative text, the English teacher pointed out that the difficulties faces by the students are: First, the difference of the students' competence to understand, to differentiate, to master, and to know the content of text type; in this case narrative text. The second, for some students, the vocabulary limitation was so extreme that made their writing virtually impossible.

Motivation

Principally, motivation is the inherent force that drives learners to perform something best in striving for learning goals. More particularly, Gardner and Lambert (in Ellis, 1986) define motivation as 'the learner's overall goal or orientation'. Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn second or foreign language learning. In the context of second language or foreign language learning, motivation is perceived to be composed of three elements, namely: effort, desire, and affect (Gardner 1982, as cited in Holt, 2001).

With regard to interviews, it found that the students had low motivation in learning English. For them, being active in learning English if the topic is interesting.

The Generic Structure In Writing A Narrative Paragraph

Narrative paragraph is one of writing genres which is characterized by telling a story. Besides, it is organized by

the story of grammar. It has its own generic structure, such as orientation, complication, and resolution (Fink, 2005). The narrative paragraph flows smoothly into the next without obvious shifts of jumps if a paragraph is coherent. Coherence refers to the way a group of clauses and sentences relate to the context. In a coherent paragraph, each sentence elates clearly to the topic sentence or controlling idea. If a paragraph is coherent, each sentence flows smoothly into the net without obvious shifts or jumps.

Based on the findings of the study, it was identified that some students wrote a complete generic structure of a narrative but some other were not. Most of their writing were less coherent. Most of them were caused by problems in their topic sentence, problems in lack of specific topic. Moreover, they committed of types f error.

Organization Idea In Writing Paragraph

Most paragraphs in an essay have a three-part structure. They are introduction, body, and conclusion. Introduction: the first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition. Body: follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information. Conclusion: the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

The controlling idea is not so clear. It is, therefore, does not support the concept of coherence. The controlling ideas seem ignored by the writer. And there is identified on the students' writing in which they were less coherent. It is due to the problem of managing idea in composition. The idea jumps from statement of apology and goes directly to

the idea of being missing. It is very contradictive. In addition, he cannot put the generic structure in order because of having a vague controlling idea and of being less of coherence.

CONCLUSION

Based on the analysis and the findings of the study particularly on the types of error committed by the subjects of the study the following conclusions could be derived. The findings of the study confirmed the result of the previous studies done by other researchers. There are however some findings of the study which are considered new and typical for the present study. They are stated as follows.

- 1) Proper grammar helps control the flow of writing but in the fact, the narrative writing of the eleventh grade students with errors; these were jarring and draw attention away from the content of the writing.
- 2) The occurrence of particular types of error was caused by limited knowledge of EFL, motivation, and interference.
- 3) Students were found to use the generic structure of narrative text in writing a narrative paragraph, however, some of them still had problems in organizing the ideas.
- 4) Many students were not good at writing a paragraph. The paragraph was incomplete because the topic sentence was not supported with enough details and the movement of ideas was not smooth. It was caused by the limited of vocabularies and diction to construct the well paragraph.

In relation to the findings of the study, the researcher forwards some points of suggestions. These suggestions include mainly the recommendations of or further studies and the refinement of EFL learning practice at SMAK St. Klaus-West Flores. First, the English teacher should always

motivate and guide the EFL learners to take part in the teaching and learning activities by assigning various interaction schemes: individually, and groups. Second, the English teacher should return the students' assignment so that the students know their errors and understand how to revise them. Finally, the English teacher should give opportunity to the students to look for and find text from different sources based on the model of text they have discussed in the classroom and guide them to understand about the potential errors EFL learners committed.

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