

## AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY THE SECOND GRADE STUDENTS OF SMP NEGERI 2 LUBUK BASUNG IN RETELLING A NARRATIVE TEXT

Olga Nanda Nofriza<sup>1</sup>, Lely Refnita<sup>2</sup>, Lisa Tavriyanti<sup>2</sup>

<sup>1</sup>The Student of English Department, the Faculty of Teacher Training and Education of Bung  
Hatta University

E-mail : olga.nanda11@gmail.com

<sup>2</sup>The Lecturers of English Department, the Faculty of Teacher Training and Education of  
Bung Hatta University

---

### Abstract

The purpose of this research was to describe types of grammatical errors made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text orally. The design of this research was descriptive research. The population of this research was the second grade students of SMP Negeri 2 Lubuk Basung in academic year 2013/2014. The members of the population were 243 students. The researcher took class B as the sample and the total number of sample was 31 students. In selecting sample, the researcher used cluster random sampling technique. The instrument used to get the data was speaking test in the form of retelling a narrative text. The researcher found the reliability of the test by using inter-rater technique. It was found that the coefficient correlation was very high (.98). It means that the test was reliable. Then, the test was valid in terms of content validity. The result of the data analysis showed that students made grammatical errors in retelling a narrative text orally. It was proved by the researcher finding showing 517 grammatical errors that students made. There were four grammatical errors, they were 283 errors (54.74%) in omission, 116 errors (22.44%) in addition, 102 errors (19.73%) in misformation, and 16 errors (3.09%) in misordering. Finally, by having known the grammatical errors made by the students in speaking test in the form of retelling a narrative text, the students should know the reasons why they should learn English grammar so they have spirit to learn English grammar in speaking. Besides, the researcher also gives suggestion to the teachers to pay more attention to the factors that cause grammatical errors of students and should inform the students the reasons why they learn English grammar. Furthermore, the researcher suggests other researchers to find out other forms of errors made by the students in speaking and find the factors that cause grammatical errors in omission because it was the most frequent grammatical error made by the students in retelling the text.

**Key words:** Grammatical Error, Retelling Story, Narrative Text.

---

### A. Introduction

In learning English, we know that there are four basic language skills. They are listening, speaking, reading, and

writing. English is important in education so the four basic language skills should be mastered by students. On the other hand, these four skills are not the only factor that

will determine the success in learning English, but there are also other factors such as language components. They are vocabulary, pronunciation, and grammar. So, the four basic skills and language components have relation.

Speaking is an important skill, and it is not easy for the speakers to master it. In addition, they should send the information truly. A way to speak English correctly is to use English grammatically. It means the speaker pays attention to produce grammatical production and makes listener understand. Furthermore, Harmer (2001:12) also states that if we do not care about grammatical rules in producing a language, the communication will be terrible although using good grammar is extremely difficult. It means there will be misunderstanding between speaker and listeners if the speaker cannot tell grammatically.

The fact is in junior high school, English teacher has taught about monologue text such as narrative text and recount text in the second grade at the second semester and there is speaking activity in that semester. They do story telling or retelling the narrative text or recount text, and both of them are imaginative stories. According to Anwar (2013: 18), narrative can be imaginary, factual or combination of both. She adds

that it informs something or to expose something.

Based on the result of researcher's interview with English teacher of SMP N 2 Lubuk Basung and the researcher also had an experience when doing practice teaching (PLK) on February 10<sup>th</sup> 2014, most of the students made grammatical errors in retelling a narrative text. The researcher found there were some factors that made the students unable to tell or express their ideas orally in narrative text. The first factor, the students only had a few vocabularies. Second, the students got many problems in tenses or do grammatical error (do not know grammatical rules), such as errors in omission, addition, misformation and misordering. They had to use past form of verb and be in constructing the sentences and get difficulty in differentiating regular and irregular verbs because every verb does not always use -d or -ed as suffix of verb. Next, they get lack of motivation to practice.

Based on the explanation above, it motivated the researcher to conduct a study about grammatical errors made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text.

## **B. Research Method**

The design of this research was descriptive research. Gay (1987:189) states that descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

The population of this research was SMPN 2 Lubuk Basung in academic year of 2013/2014. Total number of the second grade students at SMPN 2 Pariaman was 243 students who are group into eight classes. The researcher took one class as a sample. It was class VIII.B. The sample was chosen by cluster random sampling technique. According to Gay (1987:110), cluster random sampling technique is sampling in which groups, not individuals, are randomly selected. She also says that cluster random sampling usually involves less time and less expense and is generally more convenient.

The instrument of this research was speaking test in the form of retelling a narrative text or a story. The researcher asked the students to tell narrative text which they learnt or they knew. She gave them time around 2-5 minutes to talk and she used tape recorder as instrument to record the students' oral story while they were telling a narrative text.

There were several topics that the researcher gave to the students which they

learnt or they knew. The topics were; Snow white, Cinderella, Malin Kundang and their own topics which they learnt or knew. Those test were held on Wednesday, 16 July until Wednesday, 23 of July 2014.

## **C. Findings and Discussion**

### **Findings**

Based on the result of the data analysis, the researcher divided the grammatical errors made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text into four types and found 283 errors (54.74%) in omission, 116 errors (22.44%) in addition, 102 errors (19.73%) in misformation, and 16 errors (3.09%) in misordering.

### **Discussion**

Based on the result of the data analysis, the researcher found coefficient correlation was 0.98. It had very high correlation and from the result of speaking test in the form of retelling a narrative text orally, the researcher found that the students made grammatical errors especially omission in article, preposition, verb form, plural form, pronoun, be (tobe), and suffix -ed on irregular verb. This opinion is related to James' opinion. In contrast, in addition had six types of errors, they were errors in article, preposition, verb form, pronoun, be(tobe),

suffix -ed on irregular verb. In misformation had five, they were article, preposition, verb form, pronoun, and be (tobe) and misordering only have two types, they were errors in verb form, pronoun, and be (tobe).

#### **D. Conclusions and Suggestions**

##### **Conclusions**

1. The second grade students of SMP Negeri 2 Lubuk Basung made grammatical errors in retelling a narrative text orally and they made errors in *omission, addition, misformation and misordering*.
2. The types of omission that are made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text orally were *omission of article, omission of preposition, omission of verb form, omission of plural form, omission of pronoun, omission of be (tobe), and omission of suffix – ed on irregular verb*.
3. The types of addition that are made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text orally were *addition of article, addition of preposition, addition of verb form, addition of pronoun, addition of be*

*(tobe), and addition of suffix –ed on irregular verb*.

4. The types of misformation that are made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text orally were *misformation of article, misformation of preposition, misformation of verb form, misformation of pronoun, and misformation of be (tobe)*.
5. The types of misordering that are made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text orally were *misordering of verb form, misordering pronoun, and misordering of be (tobe)*.
6. The most errors made by the second grade students of SMP Negeri 2 Lubuk Basung in retelling a narrative text orally were *omission of article and omission of preposition*, followed by *omission of pronoun*, and then followed by *misformation of verb form*.

##### **Suggestions**

Based on the conclusions above, the researcher would like to propose several suggestion as follows:

1. The teacher should motivate their students, because motivation has good influence to students' English achievement. Should give more attention to the students' grammatical errors by knowing causes of student' grammatical errors in speaking, the English teacher find to improve students' grammatical errors in speaking by reading this research, and they can informs the students that that they should know the reasons why they learn English grammar so the Teachers can motivate and make them learn English grammar.

2. The students should improve the motivation if they want to have a good English grammar. For example, the students should know the reasons why they should learn English grammar so they have spirit to learn English grammar in speaking because grammar is the main rule that should be mastered by the students especially in speaking..

3. The researcher suggests to further researcher to find out what are the factors that cause of grammatical errors especially in omission because the researcher finds the most grammatical errors made by the students in retelling a narrative text.

## E. References

- Anwar, Afrida. 2013. *An Analysis on the Students' Ability in Writing Narrative Text at Grade IX of SMP N 2 GunungTalang*. Published Thesis. Padang: BungHattaUniversity.
- Gay, L.R. 1987. *Educational Research: Competencies for Analysis and Application*. 3<sup>th</sup> ed. Melbourne: Merrill Publishing Company.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. 3<sup>th</sup>ed.London: Longman.