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Analyzing Students' Errors In Writing Narrative Text

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ABSTRACT

Dalam penelitian ini bertujuan untuk menganalisis kesalahan siswa dalam menulis teks narrative. Penelitian ini dilakukan pada siswa kelas X SMA N.1 SEI BALAI. Kesalahan yang dianalisis yaitu kesalahan Omission, Misinformation, dan Misordering berdasarkan teori Ellis. Metode yang digunakan dalam penelitian ini yaitu menggunakan metode kualitatif yang lebih menekankan kepada proses daripada hasil, dan berdasarkan kata kata fakta yang diambil dalam pengambilan data lapangan. Teknik pengambilan data yang dilakukan menggunakan test langsung ke sekolah dengan memberikan selebar kertas yang berisi soal untuk menulis sebuah teks narrative. Setelah dilakukannya penelitian berdasarkan perolehan data jumlah kesalahan yang ditemukan dalam penelitian sebanyak 35 kesalahan. kesalahan yang paling banyak dilakukan siswa yaitu kesalahan Misinformation sebanyak 27 kesalahan dengan persentase 77,14 %, kemudian ditemukan kesalahan yang kedua yaitu kesalahan Omission sebanyak 5 kesalahan dengan persentase 14,28 %, dan kesalahan yang ke tiga yaitu kesalahan Misordering terdapat 3 kesalahan dengan persentase 8,57% dari seluruh jumlah siswa sebanyak 25 siswa. Berdasarkan data kesalahan yang diperoleh penyebab kesalahan siswa dalam menulis teks Narrative itu terjadi karena kurangnya pemahaman siswa terhadap penggunaan grammar dalam skil menulis terutama dalam penggunaan tense, pada penulisan teks narrative yang menggunakan tense past tense. dan ketidak tahuan siswa dalam kesalahan yang paling banyak dilakukan siswa yaitu kesalahan dalam penggunaan kata kerja bentuk kedua dan kesalahan penggunaan tobe dalam menulis sebuah teks narrative.

Keywords : Narasi Teks, Kesalahan, Penulisan

ABSTRACT

In this research aims to analyzing students' Error in writing narrative text. This research was conducted on class X SMA N.1 SEI BALAI. The errors analyzed were Omission, Misinformation, and Misordering errors based on Ellis's theory. The method used in this study is using qualitative methods that emphasize process rather than results, and are based on facts that are owned in collecting data in the field. The data collection technique was carried out using direct tests to schools by providing a piece of paper containing questions to write a narrative text. After conducting research based on data acquisition, the number of errors found in the study was 35 errors. the most errors made by students were Misinformation errors of 27 errors with a proportion of 77.14%, then the second error was found, namely Omission errors of 5 errors with a proportion of 14.28%, and the third error, namely Misordering errors, contained 3 errors with a percentage 8.57% of the total number of students as many as 25 students. Based on the error data obtained, the causes of student

errors in writing narrative texts occur due to students' lack of understanding of the use of grammar in writing skills, especially in the use of tense, in writing narrative texts that use past tense. and students' ignorance of the most common mistakes made by students, namely mistakes in using the second form of the verb and mistakes in using to be in writing a narrative text.

Keywords: Error, Narrative Text, Writing

INTRODUCTION

Writing is one of the language skills used to speak indirectly or information on media using letters. (Natalita et al., 2019). According to (Tarigan 2013) Writing is a productive and expressive activity. Writing is a type of language skill that must be mastered. Many experts have explained the importance of writing. According to Dalman (2014, p. 3) writing is an activity communicate in the form of offering messages (information) online written to another party by using written language as a tool or the medium. Nurgiantoro (2001:273) Writing is the activity of expressing ideas through the medium of language. Writing is a productive and expressive activity, so writers must be able to use vocabulary, grammar and language structures. According to Saleh Abbasi (2006: 125) writing is the ability to express thoughts, opinions, and feelings to others in written language. Sparno (2009:13) Writing is defined as the activity (communication) of conveying a message using the written word as a tool or medium. Nursisto (1999:Five) writing, or composing, is at the highest level the ability to communicate through language. Writing is combining one letter symbol with another letter symbol using a pen on a paper object or other and the combination of letter symbols will have meaning or meaning. (Y. et al., 2021). But Writing can also be interpreted as generating thoughts and feelings through writing (Depdiknas 2003:506). This writing activity requires the writer to know how to use language structures and vocabulary and form them in a piece of writing. Writing is one of the skills that must be mastered by a student among other skills, namely reading, listening, and speaking. In learning English, writing is a skill that is not easy to master. (Hamsia Waode, 2018). In Writing involves aspects such as grammar, spelling, prepositions and punctuation. (Harmer, 2008:255) says that "writing has several conventions that distinguish it from language". In addition to grammatical and vocabulary differences, there are problems with letters, words, and text formation, which manifest in handwriting, spelling, layout, and punctuation. This means that writing improves students' grammar and vocabulary, as well as increasing how well students' messages can be understood in writing. Writing skills are not easy to master. because of that a lot of students make mistakes in writing including errors in the formation of structures in sentences, errors in the use of punctuation marks, and other errors. But to master writing

skills, there are many ways that can be done, including learning the rules in constructing sentences and doing writing exercises. From the above understanding it can be concluded that writing skills are very important to master. because writing serves to inform and influence the use of words and structure in sentences.

Problem Writing is one of the skills in learning English. In writing, there are aspects involved such as grammar, spelling, prepositions and punctuation. (Harmer, 2008: 255) says that "written has a number of conventions separating it from speech". Despite the grammatical and vocabulary differences, there are problems of letters, words, and text formation, manifested by handwriting, spelling, and layout and punctuation. This means that writing makes the student's grammar and vocabulary good and how well the student's message can be understood in written form. Language processes, both in spoken and written language. Writing is one of the language skills used to speak indirectly. (Natalita et al., 2019). According to (Tarigan 2013) Writing is a productive and expressive activity. Writing is a type of language skill that must be mastered. Many experts have explained the importance of writing. According to Saleh Abbasi (2006: 125) Writing is the ability to express thoughts, opinions, and feelings to others in written language. Writing is combining one letter symbol with another letter symbol using a pen on a paper object or other and the combination of letter symbols will have a meaning or meaning. (Y. et al., 2021). But Writing can also be interpreted as generating thoughts and feelings through writing (Depdiknas 2003:506). This writing activity requires the writer to know how to use language structures and vocabulary and form them in a piece of writing. Writing is one of the skills that must be mastered by a student among other skills, namely reading, listening, and speaking. In learning English, writing is a skill that is not easy to master. (Hamsia Waode, 2018). Writing involves aspects such as grammar, spelling, prepositions and punctuation. (Harmer, 2008:255) says that "writing has several conventions that distinguish it from language". In addition to grammatical and vocabulary differences, there are problems with letters, words, and text formation, which manifest in handwriting, spelling, layout, and punctuation. This means that writing improves students' grammar and vocabulary, as well as increasing how well students' messages can be understood in writing. Writing skills are not easy to master. because of that there are lots of mistakes in writing including errors in the formation of student structures in sentences, errors in the use of punctuation marks, and other errors. But to master writing skills, there are many ways that can be done, including learning the rules in constructing sentences and doing writing exercises. From the above understanding it can be interpreted that writing

skills are very important to master. because writing works for 9 and affects the use of words and structure in sentences. It is impossible to learn a language effectively without knowing its grammar because grammar helps learners identify grammatical forms, which function by chance and sharpen the expression of meaning.

Swan (2005) defines grammar as the rules that show how words are combined, arranged or changed to indicate a particular type of meaning. From this definition, researchers concluded that grammatical errors are errors that occur the main purpose of narration is to entertain (Pratiwi, 2016). This is supported by Jannah (2016) "Narrative texts are to entertain, entertain, and deal with actual or vicarious experiences in different ways. Its role in society is to tell stories or events of the past and entertain readers". It can be concluded that narrative writing is the process of describing an event by telling a story that aims to entertain the reader. Therefore, researchers are interested in taking narrative texts as research from stories or legends because they have moral messages that can be applied in everyday life. Therefore, researchers choose narrative texts for research. Errors can be clearly seen in the written performance of learners (Nikamtus: 2014).

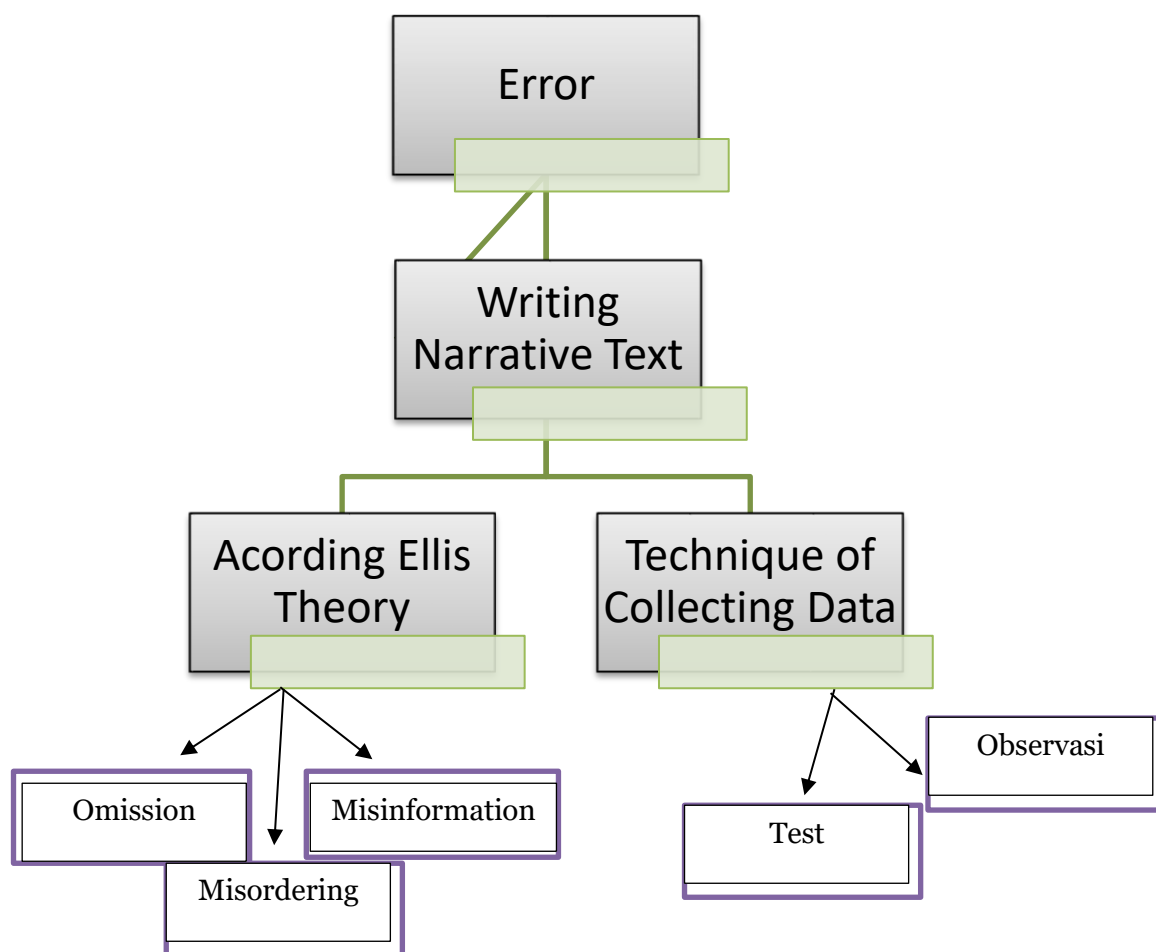
The problem faced by students is the use of inappropriate grammar in sentences. where students omit the use of the form "to be" for example "*I a student two years ago*". in this example there is no to be who should use to be "*was*" in writing narrative text. Teachers who can analyze and deal with mistakes effectively are better equipped to help their students become more aware of their mistakes. Mistakes are different from mistakes, so we must be careful to distinguish between them. According to Lengo in Yulianti (2007), errors are performance errors, which are random guesses or "slips", namely failure to use a system that is known correctly. Errors are clear deviations from native speaker adult grammar, reflecting competence.

Based on all the reasons explained above, this Research discusses the analysis of g errors in writing entitled "Analyzing Student Errors in Writing Class X Narrative Texts of SMAN 1 SEI BALAI in 2022/2023 Academic Year". Error are unintentional actions. Errors are caused by ignorance of what is learned. error is a consistent and systematic deviation from what is right. Making Error is natural for every learner.

RESEARCH METHODS

Research is a process in which we carry out a series of logical steps. This procedure provides valid and reliable data from which correct and appropriate conclusions can be drawn. (Hamsia Waode, 2018). Qualitative research method is a research method based on

the philosophy of postpositivism, the condition of natural objects studied, where the researcher is the key instrument. the data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize process rather than results. (Sugiyono: 2015: 15). In qualitative research, data collection is not based on theory but based on facts found during field research. (Los, n.d.). Therefore, the data analysis carried out is inductive based on the facts found and can then be constructed into a hypothesis or theory. In this study, a qualitative research method was used in which the data was taken using a direct observation activity by asking questions, or conducting direct tests on the object of research study. This method only describes factual data based on words and information obtained from precise and accurate conclusions. Qualitative analysis methods focus on qualitative analysis of naming, description, explanation of meaning, and putting information into context whenever describing it in words not in the form of numbers. (Nisa, 2018). This study uses a qualitative research method which aims to see the processes that occur in the research object being studied. (Muliya et al., 2022). The collection of data and information carried out in this study was to analyze students' mistakes in writing narrative texts. Which data is input based on the results of a direct test analysis conducted on class X students of SMA N.1 SEI BALAI by giving a question about writing narrative texts. Where students are asked to write a narrative text on a sheet of paper, and the results obtained will be used as research data



FINDING AND DISCUSSION

FINDING

Table 1.1

The Classification of Error Committed by each Students

No	Students inisial Name	Types of Errors			Total of Errors
		OMISSION	MISINFORMATION	MISORDERING	
1	EP	-	1	-	1
2	KN	-	-	2	2
3	M	-	1	-	1
4	FG	-	1	-	1
5	ANS	-	1	-	1

6	AS	-	1	-	1
7	EA	1	-	-	1
8	LR	-	1	-	1
9	TD	-	1	-	1
10	NS	-	1	-	1
11	BM	-	2	-	2
12	BP	1	1	1	3
13	DH	-	1	-	1
14	RN	-	1	-	1
15	LK	-	1	-	1
16	RP	-	2	-	2
17	RA	-	1	-	1
18	DA	-	1	-	1
19	GY	1	1	-	2
20	NA	1	1	-	2
21	AS	-	2	-	2
22	DY	-	2	-	2
23	KA	-	2	-	2
24	BA	-	1	-	1
25	KR	1	-	-	1
Frequency		5	27	3	35
Persentase		14,28%	77,14%	8,57%	100%

Data were obtained from class X students of SMA Negeri 1 SEI BALAI, totaling 25 students as the sample of this study. Research data obtained from the test. This test ask students to write a Narrative text. From the texts that have been written by the students, the researcher observes the students' Error in writing narrative texts. Next, the researcher focused on the types of errors made by the tenth grade students based on Ellis's theory. The results of this study indicate that there are 35 items that the researchers found that were carried out by students in writing narrative texts. The following are some examples of students error in writing narrative texts. Errors found in the test of writing a narrative text given by the researcher to class X students of SMA Negeri 1 SEI BALAI. Types of errors can be classified into three categories based on the ELLIS theory, including: omissions, misinformation, and misordering.

Table 2

No	Students initial Name	Error Form
1	EP	Misinformation a. Wrote: Yesterday, My mother gave me a money to <i>buy</i> the ingredients. b. Explanation: In the sentence above there was an error in the use of the verb form which should have used the second verb in the example of the word "<i>buy</i>" which should have been "<i>bought</i>". c. Correction: My mother gave me a money to <i>bought</i> the ingredients.
2	KN	Misordering a. Wrote: Last Night, My cousin and I to went girlfriend my brother home to celebrate a birthday party. b. Explanation: In the sentence above there was an error in misordering the preposition "<i>to</i>" which should have been placed after the word "<i>went</i>". c. Correction : Last night, My cousin and I went to My brother girlfriend home to celebrate a birthday party. Misordering a. Wrote: Last Night, My Cousin and I went to <i>girlfriend My Brother home</i> to celebrate a birthday party. a. Explanation: the second error occurs in the Noun Phrase Placement error "<i>girlfriend my brother home</i>" which should be "<i>My brother girlfriend home</i>". b. Correction : Last Night, My Cousin and I went to My Brother girlfriend home to celebrate a birthday party.
3	M	Misinformation a. Wrote: I "<i>go</i>" to shopping one week ago. b. Explanation: In the sentence above there was an error in the of the verb form which should have used the second verb in the word "<i>go</i>" which was replaced with the word "<i>went</i>". c. Correction: I <i>went</i> to shopping one week ago

4	FG	Omission a. Wrote: Once upon a day, my grandmother and I went to...garden tea. b. Explanation: In the sentence above, there is an error omission the preposition “<i>the</i>” which should be used before the word garden tea. c. Correction: Once upon a day, my grandmother and I went to “ <i>the</i> “ garden tea.
5	ANS	Misinformation a. Wrote: One day a mouse and a snake <i>was</i> having a conversatation. b. Explanation: In the sentence above there was an error in using to be “<i>was</i>” which should have used to be “<i>were</i>” because in this sentence there is more than one subject, so we use to be were in the simple past tense. c. Correction: One day a mouse and a snake <i>were</i> having a conversatation.
6	AS	a. Wrote: She <i>don’t</i> wear proper clothes at the party last night. b. Explanation: In the sentence above there is an error in the use of the auxiliary verb “<i>do</i>” in the negative form (<i>didn’t</i>) in the simple past tense. c. Correction: She <i>didn’t</i> wear proper clothes at the party last night.
7	EA	Omission a. Wrote: Yesterday, my sister and I bought to <i>a</i> fruit in the market. b. Explanation: In the sentence above, there was an error omission the word “<i>s</i>” in the plural form. c. Correction: Yesterday my sister and I bought <i>to</i> the fruits in the market.
8	LR	Misinformation a. Wrote: Yesterday, my friends and I went to the library to <i>borrow</i> text books. b. Explanation: In the sentence above there was an error in the use of the verb in the simple past tense which used the second form of the

		verb in the word “<i>borrow</i>” which should have been “<i>borrowed</i>” which is the second form of the verb. c. Correction : Yesterday, my friends and I went to the library to <i>borrowed</i> text books.
9	TD	Misinformation a. Wrote : I held <i>she</i> hands. b. Explanation: In the sentence above, there is an error in using the possessive adjective in the word “<i>she</i>” which should use the possessive adjective “<i>her</i>”. c. Correction : I held <i>her</i> hands.
10	NS	Misinformation a. Wrote : I <i>do</i> the housework with my mom in the morning. b. Explanation : In the sentence above there was an error in using the auxiliary verb “<i>do</i>” which should have used “<i>did</i>” because it uses the simple past tense c. Correction : I <i>did</i> the housework with my mom in the morning.
11	BM	Misformation a. Wrote :I <i>was</i> borrow his small denominstion money last month. b. Explanation: In the sentence above, there are 2 errors, namely the error in the use of the form to be “<i>was</i>” which is to be in the simple past tense for the use of the nominal formula. c. Correction : I borrow his small denominstion money last month. Misinformation a. Wrote : I <i>borrow</i> his small denominstion money last month. b. Explanation: the second error occurred in the error of using the second form of the verb in the word “<i>borrow</i>” which should have used “<i>borrowed</i>” in the simple past tense. c. Correction : I borrowed his small denominstion money last month.
12	BP	Misinformation a. Wrote: yesterday, My sister <i>give</i> me a money to pay salad fruit. b. Explanation : In the sentence above there are 3 errors. The first error was an error in using the second form of the verb in the word “<i>give</i>”

		which should have been "<i>gave</i>" in the past tense. c. Correction : yesterday, My sister <i>gave</i> me a money to pay Salad fruit. Misordering a. Wrote: yesterday, My sister gave me a money to pay <i>Salad fruit</i>. b. Explanation : the second error occurs in the Noun Phrase Placement error "<i>salad fruit</i>" which should be "<i>fruit salad</i>". c. Correction : Yesterday, My sister <i>gave</i> me a money to pay fruit Salad. Omission a. Wrote: Yesterday, My sister gave me a money to pay... fruit Salad. b. Explanation: The third error is the omission of the article "<i>the</i>" before the noun phrase. c. Correction: yesterday, My sister gave me a money to pay the fruit salad .
13	DH	Misinformation a. Wrote :Yesterday, there <i>is</i> a hit and run incident. b. Explanation: In the sentence above there is an error in using the form to be "<i>is</i>"which should use to be "<i>was</i>" in the simple past tense. c. Correction : Yesterday, there was a hit and run incident
14	RN	a. Wrote : Last Night, The driver <i>doesn't</i> responsible for his mistake. b. Explanation: In the sentence above, there was an error in using to be auxiliary do, if the sentence is negative, it becomes "<i>doesn't</i>", which should use to be was, if the sentence is negative, it becomes "<i>wasn't</i>" in the use of nominal formulas in the simple past tense. c. Correction: The driver wasn't responsible for his mistake.
15	LK	Misinformation a. Wrote : <i>Can</i> you send my pictures last night ? b. Explanation : In the sentence above there is an error in using the word "<i>can</i>" which should use the word "<i>did</i>" which is used to ask

		about past events Correction : did you send my pictures last night?
16	RP	Misinformation a. Wrote : I'm <i>going</i> to school with bicycle yesterday. b. Explanation : in the sentence above there was an error in using the verb "<i>going</i>" which should be the verb "<i>want</i>". Because the sentence happened in the past. c. Correction : I'm went to school with bicycle yesterday. Misinformation a. Wrote: I <i>am</i> went to school with bicycle yesterday. b. Explanation : in the sentence above there was an error in using to be "<i>am</i>" which should be used in the simple continuous tense. Whereas in the sentence the incident has taken place in the past so it uses the simple past tense and there is a verb "<i>went</i>" so it doesn't use to be in the form of verbal formula. c. Correction : I <i>want</i> to school with bicycle yesterday
17	RA	Misinformation a. Wrote : I want him to be able to appreciated me. b. Explanation : In the sentence above there was an error in the use of the verb form which should have used the second verb in the word "<i>want</i>" which was replaced with the word "<i>wanted</i>" in the past. c. Correction : I wanted him to be able to appreciated me.
18	DA	Misinformation a. Wrote : I had a fight because of a trival problem. (Omission) b. Explanation : In the sentence above, there is an error in removing the use of to be "<i>was</i>". c. Correction : I was a fight because of a trival problem.
19	GY	Omission a. Wrote : while ant..like to work hard b. Explanation: in the sentence above there was an error in removing the plural ending by adding the ending "<i>s</i>". c. Correction: while ants like to work hard Misinformation

		a. Wrote: while ants like to <i>work</i> hard. b. Explanation: In the sentence above there was an error in the use of the second verb form which should have used the word "work" to become the word "worked". c. Correction : while ants like to worked hard
20	NA	Misinformation a. Wrote : I want him to be able to appreciated me. b. Explanation : In the sentence above there was an error in the use of the verb form which should have used the second verb in the word "want" which was replaced with the word "wanted". c. Correction: I wanted him to be able to appreciated me. Omission a. Wrote : I had a fight because of a trival problem. b. Explanation : In the sentence above there is an error in removing the use of to be was c. Correction : I was a fight because of a trival problem.
21	AS	Misinformation a. Wrote: The driver is not responsible for make a mistake. b. Explanation: In the sentence above there is an error in using the second form of the verb in the past sentence. c. Correction : The driver is not responsible for Made a mistook. Misinformation a. Wrote : Yesterday there was a hit and run incident. b. Explanation : In the sentence above there is an error in using the second form of the verb in the past sentence c. Correction : Yesterday there was a hit and ran incident
22	DY	Misinformation a. Wrote: The goose bleeds and die. b. Explanation : In the sentence above there is an error in using the second form of the verb in the past sentence. c. Correction : the goose bled and died.

		Misinformation a. Wrote : this make the farmer and his wife lose their source income and poor again. b. Explanation: In the sentence above there is an error in using the second form of the verb in the past sentence. c. Correction : this made the farmer and his wife lost their source income and poor again.
23	KA	Misinformation a. Wrote: On monday 11th June 2023 my friend and I wanted to go to school. b. Explanation : in the sentence above there was an error in the use of the verb form which should have used the second verb in the word "go" which was replaced with the word "went". c. Correction : On monday 11th june 2023 my friend and I wanted went to school. Misinformation a. Wrote : To her, I can continue my journey, namely going to school more carefully, and finally I got to school safely b. Explanation : In the sentence above there is an error in using the verb "got to" which should be the verb "arrived at". c. Correction: To her, I can continue my journey, namely going to school more carefully, and finally I arrived at school safely.
24	BA	Misinformation a. Wrote : While studying in class, I had a break/lost a pen. b. Explanation : In the sentence above, there was an error in using the pronoun "/" which should be a conjunction or conjunction "and". c. Correction : While studying in class, I had a break and lost a pen.

DISCUSSION

This study aims to determine students' errors in writing narrative texts in class X of SMAN 1 SEI BALAI in the 2022/2023 Academic year. There are Three errors found:

1. Omission Error

Omission is the loss of a word or part of a sentence that should be there. The smallest error found based on students' writing is omission error with 5 occurrences and 14.28% percentage. In this type of error, students omit items that are actually needed in making a good form.

2. Misinformation

Misinformation is the use of incorrect forms, words, morphemes, and structures. The most common error found in students' work is misinformation with 27 occurrences and a percentage of 77.14%. Misinformation errors are characterized by incorrect structures.

3. Misordering

Misordering is the misplacement of morphemes or groups of morphemes in a sentence. The third highest frequency of errors made by students in writing recount texts is Misordering with a total of 3 occurrences and a percentage of 8.57%.

The results of this research are also supported by previous research, namely research from Dalman (2014, p. 3): writing is an activity to communicate in the form of conveying messages (information). communicating in the form of conveying messages (information) in writing to written to other parties by using written language as a tool or medium. or medium. Writing is an activity to create a record or information on a medium using characters. Writing is usually done on paper-shaped media using tools such as pens or pencils. Second, Suparno (2009: 13): The definition of writing is as an activity to convey messages (communication) using written language as a tool or medium. Third, Nursisto (1999: 5): Suggests that writing or composing is the ability to communicate through language at the highest level. Fourth, Nullist (1999:Five) :Writing, or composing, is at the highest level the ability to communicate through language. Fifth, Nurgiyantoro (2001: 273) :Writing is an activity of expressing ideas through the medium of language. Writing is a productive and expressive activity so writers must have the ability to use vocabulary, grammar, and language structures.

Based on the data that has been analyzed based on the types of errors, the researcher can conclude that there are still many students who make mistakes in writing,

especially in narrative essays. Researchers found 23 types of errors that have been classified according to their respective categories. From the data on the types of grammatical errors that have been analyzed and identified using the theory of error analysis by Ellis (1998) above, the researcher found that errors in the use of forms or misinformation are the most common errors made by class X students of SMA N.1 Sei Balai. Based on the data obtained, form usage error (misinformation) is the type of error that has the most types of categories and examples, compared to omission error (omission) and Misordering error. Based on the data that has been obtained, it can be concluded that students' understanding of English, especially in terms of grammar, is still lacking. In addition, other things that might also influence students to make mistakes in writing English narrative essays are the teaching techniques of teachers who are less creative or the learning system that is less interesting for students so that it does not motivate students to learn English. After the errors were counted using tabulation, the researcher found different types of errors such as omission, addition, and misinformation. There were 35 errors in writing narrative texts. As seen above, the most common error is omissions with 5 or 14.28% Then the next error is placement errors with 3 occurrences or 8.57% The last error is information errors with 27 occurrences and a proportion of 77.14%.

From the results of the research and discussion above, it can be interpreted that there are 3 errors in writing narrative text in class X SMAN 1 SEI BALAI. The researcher presents the types of errors and the most dominant errors made by students, namely in the Omission, Miss-ordering and Missformation. After the data were analyzed by the researcher, it can be seen that the most common error made by students is misinformation with 27 occurrences and a proportion of 77.14%.

After this research was carried out, namely the Analysis of Errors in Narrative Writing in Class XI Students of SMA N 1 SEI BALAI, the author suggests that teachers should be able to improve methods or techniques in teaching for students so that in addition to reducing the incidence of errors in writing for students, it can also motivate students to be more willing or interested in learning English, because English in this era is very important to know and learn.

In addition to reducing the occurrence of errors in writing for students, it can also motivate students to be more willing or interested in learning English, because English in this era is very important to know and learn. The author would also like to suggest further research

on whether the errors made by the students are influenced by the first language or the knowledge of grammar that is still lacking in high school students.

CONCLUSION

Based on the results of the research above, it can be concluded that there were three mistakes made by students based on Ellis' theory, namely omission, misinformation, and misordering. In the test conducted on class X SMA N.1 SEI BALAI by giving a question to write a narrative text. The most errors made by students were misinformation with 27 errors with a proportion of 77.14%, then the second error was found, namely Omission errors of 5 errors with a percentge of 14.28%, and the third error, namely Misordering errors, contained 3 errors with a percentage 8.57% of the total number of students as many as 25 students errors from the total number of student. The error was caused by the students' ignorance in using English grammar to write a narrative text. The error in using grammar that is most often made is the use of the past tense in the use of the second form of the verb used in writing narrative text. In addition, there is also an error in the use of to be in the past tense. From the conclusion above, the writer suggests to students to learn more about writing grammar in English, especially in the use of tenses because in writing skills, knowledge of tenses is one of the most influential in writing.

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