

**ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING  
NARRATIVE TEXT**

**THESIS**

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On Teacher Education

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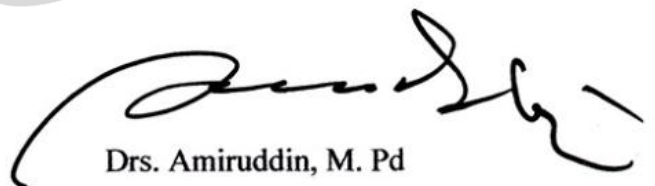
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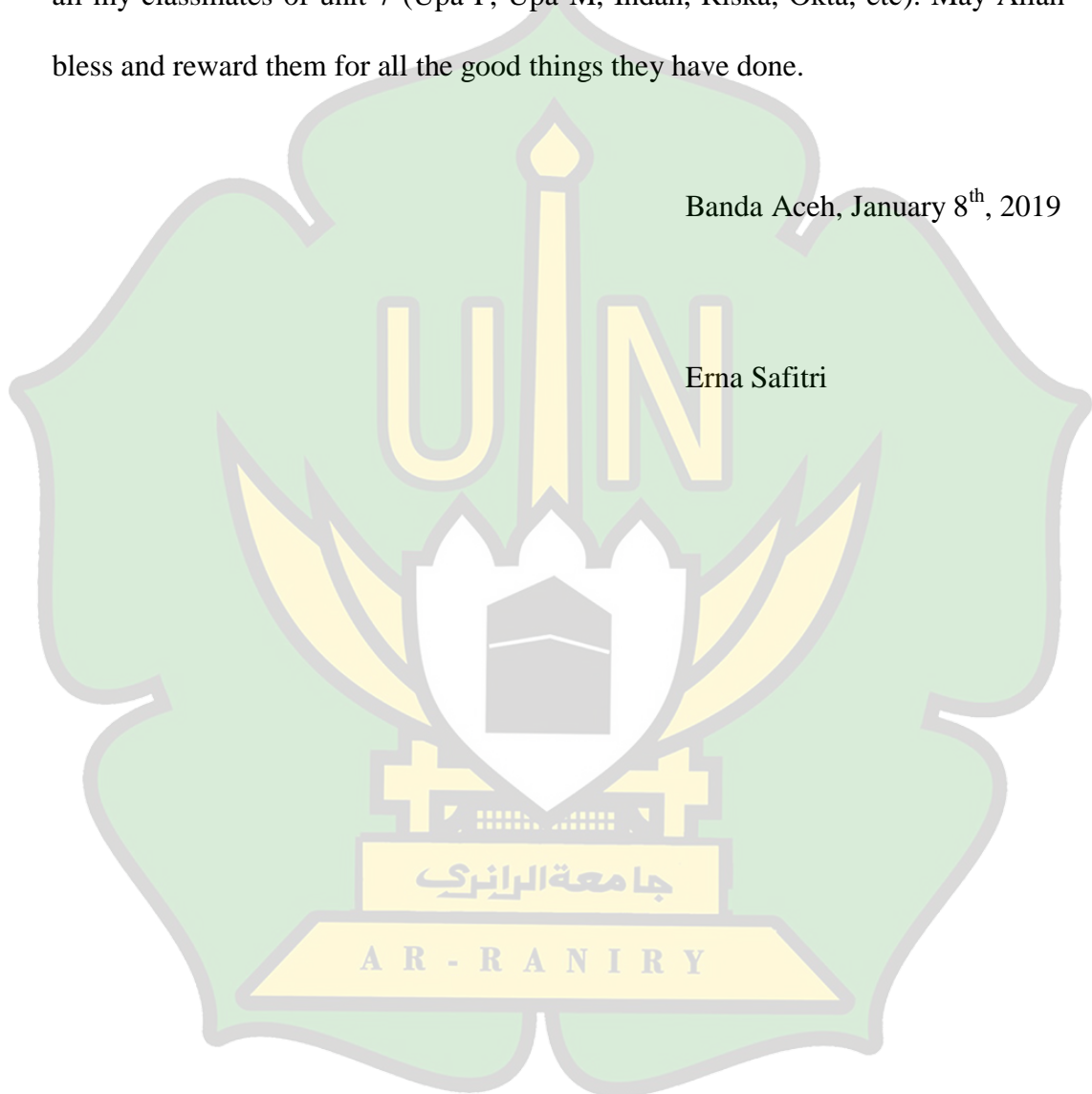
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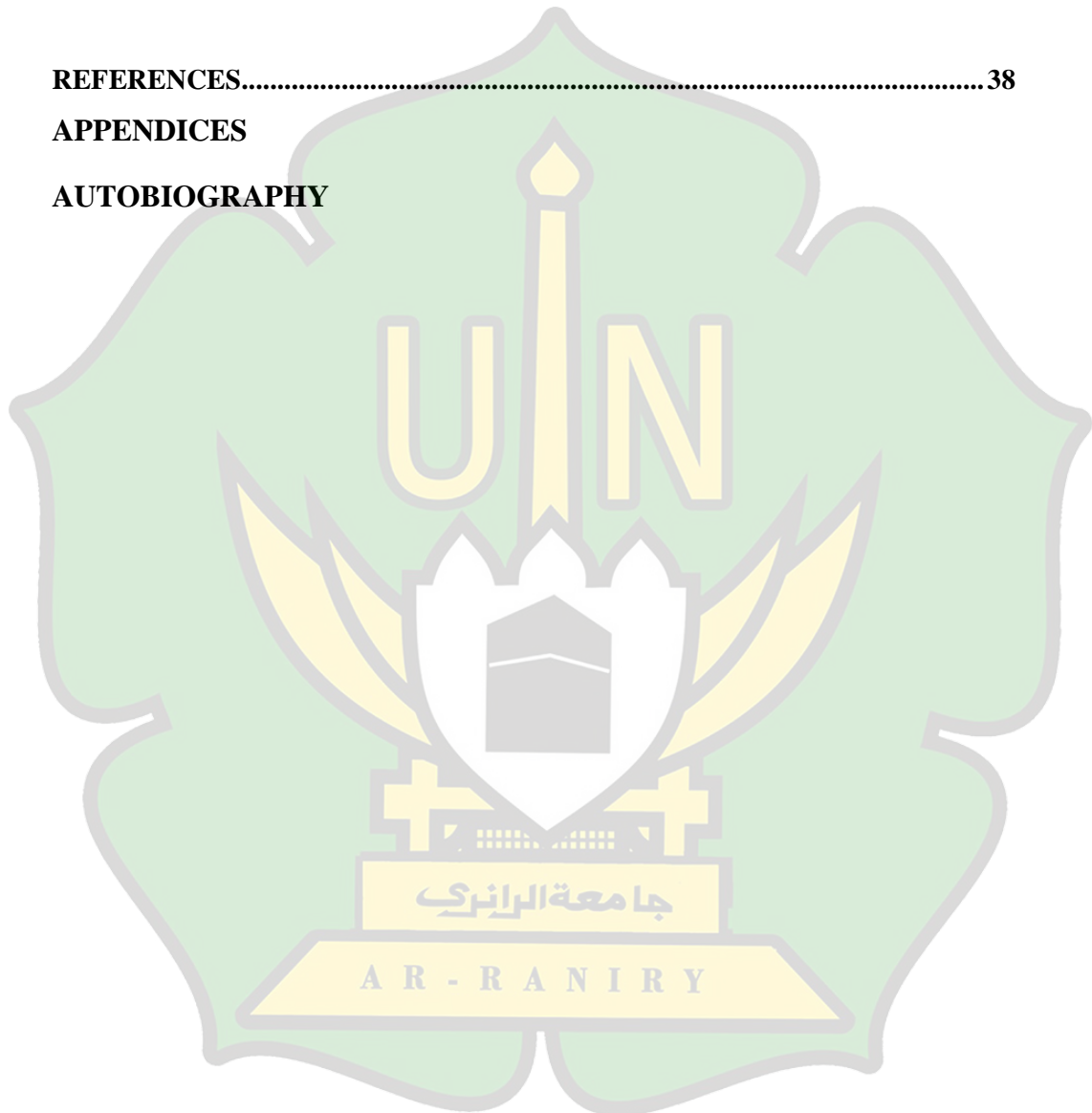
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Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Saya yang membuat surat pernyataan,



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## ABSTRACT

The aim of this research is to identify the types of common errors made by the third semester students of English Education Department in writing narrative text. The research employed qualitative approach to gain the data of students' grammatical errors in writing narrative text through coding. The subjects of this research were 20 assignment papers of third semester students' writing narrative text. The students' narrative texts were analyzed by referring to Betty S. Azar classification. The findings showed the total number of errors is 459 errors. The three most common types of grammatical errors in the students' narrative texts were *verb tense* which was shown through 171 errors or 37%, followed by *capitalization* which appeared in 97 errors or 21%, and *punctuation* which appeared in 94 errors or 20%. In conclusion, the most common error in students' writing narrative text is *verb tense*.

Keyword: *Grammatical Errors, Writing Narrative Text*



## CHAPTER I

### INTRODUCTION

This chapter covers background of study, research question, research aim, significance of study, and research terminology.

#### **A. Background of Study**

Mastering writing skill is one of the most challenging skills for foreign languages learners. In fact, while writing, learners have to combine on higher level skills of planning and organizing idea as well as lower level skills of spelling, word choices, grammatical rules, and so on. The difficulty of writing is not only in organizing idea but also in translating idea into readable writing. Thus, writing is still estimated to be difficult assignment for most first and foreign language learners (Ingels, 2006). The main problem is the different elements of two languages. It also leads students to make grammatical errors in process of writing because most of students tend to translate their idea from L1 to L2.

Students' utterances in writing are influenced by their mother tongue toward the acquisition of the new structure. With regard to this problem, Corder (1981) point out that an error is a systematic mistake which appears consistently, whereas the learners write what they thought right.

Taking into account the aforementioned points, it is important to understand the learners' problem in order to improve the quality of foreign language learners writing (Hammad, 2012). In this case, Error Analysis (EA)

becomes as one of best tools of linguistic studies which concerned on learners' error. Error analysis in language teaching and learning is as the technique of identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a language, especially a foreign language using any of the principles and procedures provided by linguists (Crystal, 1999).

Despite of this fact, based on my own experienced and observation, I found that many students of English Education Department of UIN Ar-raniry made some errors in their writing (narrative text). They frequently make errors in terms of grammar such as subject-verb agreement, tenses when writing in English. They also committed common errors included misplacing some verbs, adverb, and so on.

Most of students made theses errors because they lack of knowledge about using past verb. The errors are made by students who rejected about the grammar lesson in the class. Besides, the language feature of narrative text is using action verbs in past form. About narrative, Knapp and Watkins (2005) add that formally, narrative sequences people/characters in time and space.

There are several related previous studies which lied the research on narrative writing. HauTse (2014) investigated on grammatical errors made by Malaysian students. The study was reported that there were six significant errors that occurred in their writing such as singular/plural noun, article, preposition, adjective, subject-verb agreement, and tense.

Mohammed (2016) conducted a study to analyze grammatical errors in writing of Iraqi EFL learners. The findings of this study showed that the common



errors of grammar in the subjects' writing include verb tense and form, subject-verb agreement, articles, preposition, misuse of pronoun, misuse of plurals, and misuse of auxiliaries. Moreover, another study was conducted by Jannah (2015) to analyze students' writing. She reported that most of mistakes made by students were: missing subject, missing be in simple predicate, wrong simple predicate missing be, superfluous be, misinformation of passive form, the verb comes after the subject, pronoun form, agreement, and reference.

The above explanation and the previous studies lead the researcher to conduct this research to analyze students' writing especially in their grammatical errors. This research is hope to be of use for more effective teaching. Error analysis of the students' writing will make them aware errors when writing narrative text and this knowledge, according to Subramanian (2009) cited in Amir (2018) can help teachers identify specific language problem.

### **B. Research Question**

In order to facilitate this research, the researcher formulates the following research question: What types of common errors are made by the students in writing narrative text?

### **C. Research Aim**

The aim of this research is to identify the types of common errors made by the students in writing narrative text.



#### **D. Significance of Study**

The result of this research can be beneficial for the teachers and students. For the teachers, they can improve their teaching method, mainly in writing narrative text. As well, they can design teaching material and effective lesson plan to make students understanding the grammar.

For students, by knowing their errors, students can avoid making the same grammatical in order the errors such as singular-plural, verb tense, word choice, word order, punctuation, capitalization, and spelling and it can be minimized in writing narrative text. Moreover, they can improve their writing ability in narrative text by raising their self-awareness of errors.

#### **E. Research Terminology**

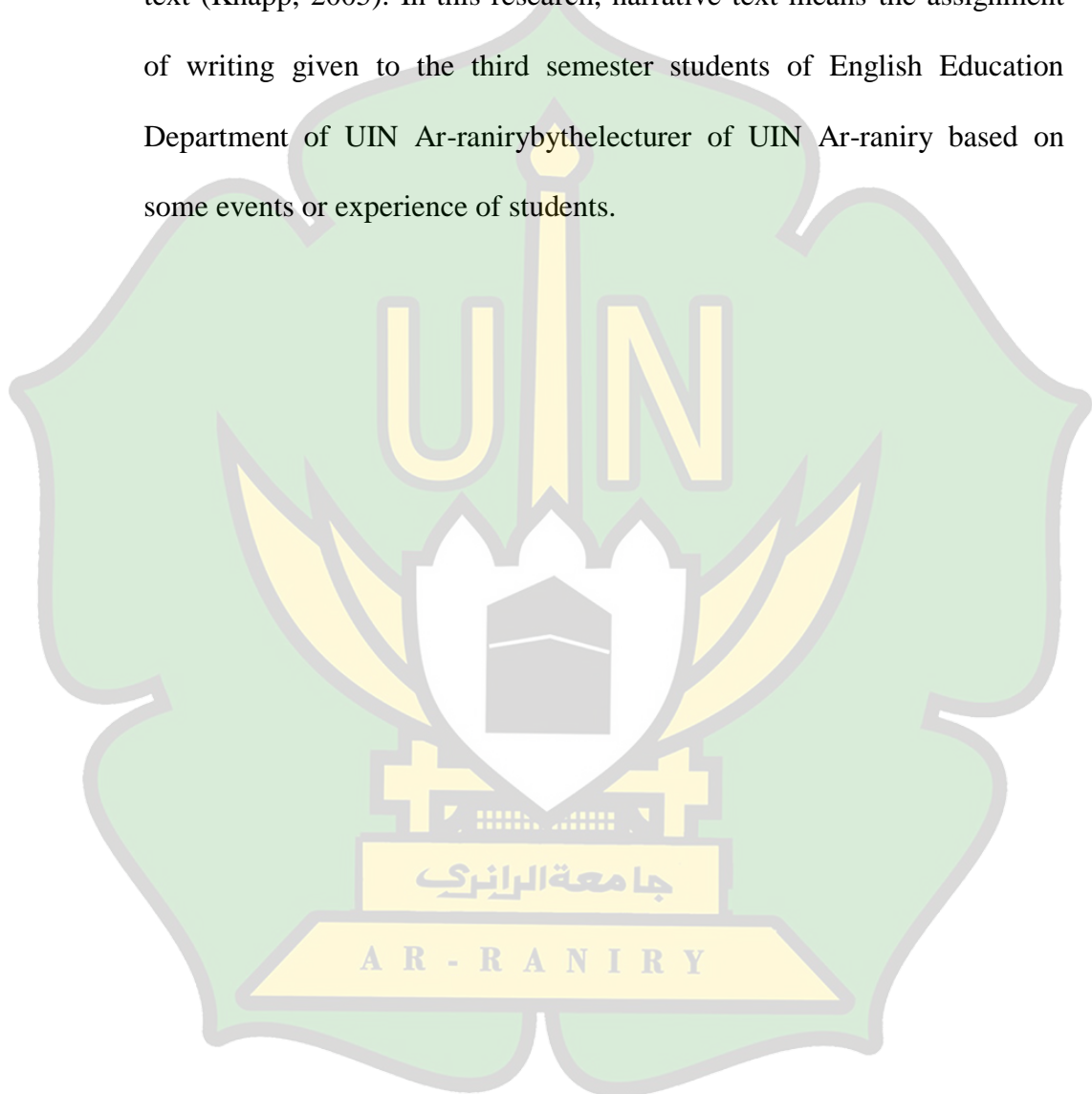
There are some terms used in this research. To avoid miss-understanding of the readers, the terms need clear explanation and they are valid for this research only:

##### **1. Grammatical Error**

In this research, grammatical error means the students failure discovered on their writing narrative text consisting of singular-plural, verb tense, word choice, word order, punctuation, capitalization, and spelling as suggested by Azar.

##### **2. Narrative Text**

Narrative is a story that is created in a constructive format that describe a sequence of fictional or non – fictional events. Narrative text has significant grammatical features that support the form of a narrative text (Knapp, 2005). In this research, narrative text means the assignment of writing given to the third semester students of English Education Department of UIN Ar-raniry by the lecturer of UIN Ar-raniry based on some events or experience of students.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of the theories of Errors analysis, grammatical errors, writing, narrative text, and previous studies.

#### **A. Error Analysis**

##### **1. Definition of Error Analysis**

Error analysis (EA) is a branch of applied linguistics theory to replace Contrastive analysis (CA) in late sixties. Contrastive analysis predicts and explains that the error made by students is based on the influence of their mother language to gain the target language. “Contrastive analysis stresses the influence of the mother tongue in learning a second language in phonological, morphological, lexical and syntactic levels. It holds that second language would be affected by first language” (Jie, 2008, p.36) as cited in UK essays. Due of this, in the last 1960s CA was lasted by behaviorist theory after considering the second language acquisition as a new set of habit and transferring the learners’ native language as the basic process of second language learners. Thus, EA achieves as a considerable popularity in 1970s replacing CA (Erdogan, 2005).

Errors is very usual in writing paragraph or essay, so errors analysis is needed to correct the student’s writing or essay by lecturer. Erdogan (2005) adds that EA shows that learners’ errors are not simply as learners’ native language but also that reflect some universal learning method in learning the target language.

According to Brown (2000), error analysis study is observed, analyzed, and classified to reveal something of the system operating within the learner, led the surge of study of learners errors.

Additionally, there are five procedures for EA which is spelled out in Corder (1974) as cited in Ellis (1995). It is as follow; selecting the sample, identifying errors, classifying errors, explaining errors, and evaluating errors.

The first procedure of EA is to collect samples of learner language. The size of sample could be massive, specific or incidental. A massive sample is a collection of samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population. A specific sample consists of one sample of language use collected from a limited number of learners. An incidental sample is one sample of language use produced by a single learner.

The second step is identifying the errors. At this stage, the most crucial question which needs to be answered is 'What is an error?'. Corder (1967) distinguishes 'errors of competence' from 'mistakes in performance' and puts forth the argument that EA should investigate only errors.

In the third step, the description of errors, the EA literature is rife with studies on the various classifications of errors. Dulay et al. (1982: 146-197) present the most useful and commonly used bases for the descriptive classification of error in these four major taxonomies: 1) Linguistic Category Taxonomy, 2) Surface Strategy Taxonomy, 3) Comparative Taxonomy, and 4) Communicative

Effect Taxonomy. In their work, each of the taxonomies is described in detail based on the error types and examples of learner error.

The fourth stage is an attempt to explain the errors based on the cause and sources of errors. By identifying the sources, it is hoped that there will be new findings which can help teachers to take another step toward understanding how the learners' cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language learners (Brown, 2000). He has categorized broadly the sources of errors into: 'interlingual transfer', 'intralingual transfer', 'context of learning', and 'communication strategies'.

Finally, the fifth stage which involves the evaluation of errors, affects the learners who make the errors. The outcome of the final step should be pedagogically motivated – to create better teaching and learning materials which will help teachers to improve their teaching, as well as for learners to learn more effectively.

## **2. The distinction between Error and Mistake**

Error is the systematic deviations done by learners who have not mastered the rules of the target language. It happens repeatedly as an unconscious process. Therefore, errors cannot be self-corrected. Ellis (1997) adds errors are systematic and predictable. Errors reflect a lack of underlying competence in the language that they learn.

Unlike error, mistake is related to language performance. The learners have known the correct rules, but they are unable to perform their competence. Yuksel (2007) states mistakes are not a result of a failure in competence. Mistakes can be caused by slip of the tongue and physical condition, such as fatigue, lack of attention, and strong emotion. An example of a mistake is the slip of the tongue done by someone when he wants to say 'mood' but he wrongly utters the word 'moon'.

From definitions above, it can conclude that errors occur because learners' lack of competence of the target language. Meanwhile, mistakes are not a result of deficiency in competence. Gass and Slinker (2001) affirm that a mistake can be self-corrected but an error refers to systematic errors which often occur in second language learning.

### **3. Taxonomy of Errors**

Taxonomies of error refer to the classification of error according to certain criteria. Dulay, Burt, and Krashen (cited in James, 1998, p. 48) suggest that there are four kinds of error taxonomy: the linguistic category classification, the surface structure taxonomy, the comparative taxonomy, and the communicative effect taxonomy. The latest two deal with error causes and error gravities.

#### **1. Linguistic Category Classification**

This type of taxonomy carries the specification of error in terms of linguistic categories, in terms of where the error is located in overall system of the target language based on the linguistic item which is affected by the error



(Dulay et al. cited in James, 1998, p. 105). Linguistic category involves the language levels of the error, its class, its rank, and its grammatical system.

## 2. The Surface Structure Taxonomy.

Based on Dulay and Krashen theories (1998), error analysis can become four types. They are omission, addition, misinformation, and misordering. Besides, this theory was taken based on surface structure taxonomy.

### a. Omission

Omission is a part of errors that usually the writer omits or changes the words. For example, my aunt is very beautiful if the writer omitted become my aunts very beautiful. According to Sompong (2014, p. 116)”, Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one”. It means that when students make a paragraph, sometimes they omit the part of sentences and if the lecturer did not make a clarification, the students would be use incorrect grammar in writing paragraph. According to Dulay (1982, p. 154)”, Omission is characterized by the absence of an item that must appear in a well-formed utterance.” It means that students omit one of the structural of language. Moreover, the students felt confused about the structural of sentences.

### b. Addition

According to Dulay (1982, p. 156)”, Addition is an opposite of omission. Their characterized by the presence of item, which must not appear in a well-formed utterances”. It means that addition is a part of errors that should not be



required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraph. Moreover, addition has some categories. They are regularization, double marking, and simple addition.

### 1) Regularization

Regularization is a part of addition that make an exception in writing paragraph. Moreover, the writer should be obey the rules that have been created by international law about using English language. For example “Bring as a verb 1 and Brought as a verb 2 and buy as a verb 1 and Bought as a verb 2.” According to Dulay (1982, p. 157),” Regularization a rule typically applies to a class of linguistic item”. It means that regularization is a part of type errors that explained about using linguistic item like verb. For example eat become ‘eated’.

### 2) Double Marking

According to Sompong (2014, p. 116)” defined as ‘failure to delete certain items which are required in some linguistic constructions but not in others’. It means that the part of addition which change or make abbreviate the utterances. For example: she doesn’t read a book.

### 3) Simple Addition

Simple addition is part of addition that has a different definition between regularization and double marking. In this part, simple addition is a part when the writer should be care the context of the sentences in writing paragraph. According Dulay (1982, p. 158)”, simple addition is a part of errors type that if an

additionerror is not a double marking or a regularization, it is called a simple addition.” It means that simple addition is an element did not appear utterances.

#### c. Misformation

According to Dulay (1982, p. 158),” Misformation errors are characterized by use of the wrong of the morphemes or structure. It means that misformation a part of errors that lecturer found in writing paragraph of the students that using wrong structure in arrangement sentences. Moreover, according to Sompong (2014, p. 8),” this category has relation with adverbials, interrogatives and adjectives. It means that misformation is an element that focused on the structural sentences in students writing.

#### d. Misodering

Based on Dulay (1982, p. 162), this category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives, produce errors as in:

He every time come late home.

### 3. Combined Taxonomies

Combined taxonomies refer to the combination between the two taxonomies. The errors are classified by using linguistic category taxonomy and surface structure taxonomy.

#### 4. The Cause of Error

In Error analysis, there are considerable categories problems of coding errors such as developmental or interference, this study reveals that there is no single cause of error as claimed by Contrastive analysis. Richard (1974) as cited in Ellis (1997) identifies the cause of errors with developmental or ‘intralingual’ errors as follow; overgeneralization, ignorance of rules restrictions, incomplete application of rules, and false concepts hypothesized.

#### 5. The procedure of errors

Gass and Selinker (2001) state a great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis.

- a. Identify errors
- b. Classify errors.
- c. Quantify errors. How many errors of Tense occur?
- d. Analysis of source/causes.
- e. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

#### B. Grammatical Error

Grammar is such an important thing to apply in learning language. Different author will have different term in defining what grammar is. Patterson

(1999) states that speakers and writers intend to apply the grammar to their tasks. While according to Greenbaum and Nelson (2002), grammar refers to the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible and others are not. He adds that grammar is the central component of a language. It mediates between the system of sounds or of written symbols, on the other hand, and the system of meaning on the other. In the study of language, grammar occupies a central position. It is easy to learn and to use dictionaries by the learners to find the pronunciation, spelling, or meaning of words, but it is still difficult to consult grammar books without considerable knowledge of grammar.

In fact, every language has its own grammar rules. Grammar is a part of language which has to be learned by the learners of a language. Learners have to produce the sentences grammatically so that the sentences or utterances can be delivered well, as well as the writing can be easily understood by the readers.

The learners have to apply the rules of grammar on the sentences they produced. Implicitly, the learners who are good at grammar could probably produce a good writing. It is supported that writing as a productive skill requires the writers have the grammar knowledge when they would like to produce writing. Supported by the explanation above, grammar is such a crucial thing to be learned especially to produce a good writing.

### **1. Types of Grammatical Error**

The examples of the grammatical errors that are found in the students' writing (Kreml, 2004):

#### a. Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

#### b. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over.

#### c. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

#### d. Preposition

Preposition has been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.



#### e. Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

#### f. Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell success with only one 's', or colleague without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word definitely, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences.

### C. Writing

#### 1. The Definition of Writing

There are many definitions of writing according to many experts. Writing is to make letters or other symbols (ideograph) on a surface (Hornby, 1989). It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system).

Nunan (2005) defines writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a paragraph. It will

be clear to understand by readers. That demands to the writer to organize a good composition of writing in order to make the reader understand.

Writing covers several elements, such as content, grammar, vocabulary, unity and coherence. All of this items essential in writing. From the definitions above, it can conclude that writing is to express the content of writing into a good composition by considering the aspect of the writing.

## **2. The purpose of Writing**

Purpose is the reason or the reasons why a person composes a particular piece of writing. Focusing on purpose as one writer helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. Diestch (2003) explain the general purpose of writing are to express, to inform, to persuade, to entertain, while the specific purpose in writing is to answer the certain need.

## **3. Types of Writing**

Determining the type of writing students need to do, help students determine their topic or subject, purpose (why they are writing), style (how they should write), and their attitude toward their subject supportive, objective, etc.

Here are the types of writing based on Dody, A., Sugeng, A.,etc. (2008):

### **a. Recount**

Recount provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell



events for the purpose of informing or entertaining the reader. The schematic structure of recountis:

1. Orientation : provides the setting and introduces participants. Usually use descriptive words to give detail information about who, when, where, why and what.
2. Events : tell what happened, in what sequence.
3. Re-orientation : optional-closure of events.

b. Narrative

Narrative has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

c. Procedure

Procedure is written to help us how to do a task or make something. They can be a set of instructions or directions.

d. Descriptive

Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

e. Explanation

Explanation has social function to present (at least many different aspects of an issue and to explain the processes involved in the information or workings of natural or socio-cultural phenomena.

f. Exposition

Expository writing is writing that is designed to convey information or to explain what is difficult to understand.

#### 4. Aspects of Writing

In writing process, the student should pay attention to the aspects of writing in order that they are able to write well. The students' writing performance can be seen from the aspects of writing. According to Cohen (1994, p. 328 - 32) there are five aspects of writing, they are:

- a. Content : main ideas stated clearly and accurately, chance of opinion very clear.
- b. Organization : coherent and logical
- c. Vocabulary : choices of words, use of idioms, and word forms
- d. Grammar : control of structure.
- e. Mechanics : mastery of spelling and punctuation.

## **D. Narrative Text**

### **1. Definition of Narrative Text**

Narrative has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Dody, etc., 2008).

Narratives are stories about person or a group of people overcoming problems (Joyce & Feez, 2000). They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience.

### **2. Types of Narrative Text**

Kerf (2001) defines several kinds of narrative:

#### **1. Expository narrative**

Expository narrative usually tells about the factual events. It also tells about the steps of event to the readers. The purpose of this narrative is to explain the object of the story more details.

#### **2. Suggestive narrative**

This narrative is difference from expository narrative because it emphasizes the suggestive sense. The purpose of this narrative is to give an explicit message and to increase the readers' imagination.

### 3. Fiction and non-fiction

Narrative fiction is called as traditional stories or folktales while non-fiction explains the event that has occurred in the past. Narrative fiction includes fairy tales, myths, legend, and fable. Narrative non-fiction includes anecdotes, autobiography, biography, and history.

Knap (2005) adds there are three types of narrative text:

#### 1. Personal narrative text

This narrative tells about the writers' personal story or experiences. This is known as personal narrative.

#### 2. Imaginative narrative

The writers create a fiction story. The writers usually create unusual situations or event that could never happen in real life.

#### 3. Narrative essay

Narrative essay is always written from a defined point of view. A narrative essay includes vivid verb and modifier, as well narrative essay is very precise in description of the character.

This research would like to explore students' personal narrative in the form of essay narrative.

### 3. Grammatical Features of Narrative Text

Anderson and Anderson (2003) state that narrative text usually includes the following grammatical features:

1. Nouns are to identify the specific characters and places in the story
2. Adjectives are to provide accurate description of the characters and setting.
3. Time words are to connect events to tell when they occur.
4. Verbs are to show the actions that occur in the story.

Meanwhile, this study suggested another classification of grammatical errors based on Betty S. Azar. Azar (1989) mentions that there are seven grammatical features in writing narrative text such as singular-plural, verb tense, word choice, word order, punctuation, capitalization, and spelling.

Therefore, this research employs Azar's classification of grammatical errors to find out the common types of grammatical errors in students' writing narrative text.

### **E. Previous Studies**

There were a number of studies discussing the about grammatical errors in writing narrative text. In this research, the researcher will explain briefly three studies that have been done by other researchers related to the issue. Here as follow;

First, HauTse (2014) the study entitled a case study of grammatical errors made by Malaysian students. The study was reported that there were six significant errors that occurred in their writing such as singular/plural noun, article, preposition, adjective, subject-verb agreement, and tense.

Second, Mohammed (2016) conducted a study to analyze grammatical errors in writing of Iraqi EFL learners. The findings of this study showed that the

common errors of grammar in the subjects' writing include verb tense and form, subject-verb agreement, articles, preposition, misuse of pronoun, misuse of plurals, and misuse of auxiliaries. The most frequent grammatical errors committed in syntax and morphology were verb-tense and forms errors, which took up 98 (22%) of the totality errors. Preposition errors were covered 88 (19%). Articles errors were accounted 81 (18%). Plural errors were covered 67 (15%). In syntax, subject-verb agreement took up 61 (13%). Pronouns errors were covered 34 (7%). Misuse of auxiliaries errors were covered 27 (6%).

Third, another study was conducted by Jannah (2015) to analyze students' writing entitled analyzing the students' grammatical errors on writing narrative text. She reported that most of mistakes made by students were: missing subject, missing be in simple predicate, wrong simple predicate missing be, superfluous be, misinformation of passive form, the verb comes after the subject, pronoun form, agreement, and reference.

In this research, the researcher presents analysis of students' grammatical errors in writing narrative text. This research has similarity with above studies. All of the studies are about analyzing students' grammatical errors in narrative text. However, it also has difference from the previous studies that are on focusing grammatical errors (consisting singular-plural, verb tense, word choice, word order, punctuation, capitalization, and spelling) and students' assignment writing of third semester students of UIN Ar-raniry.



### **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of research design, setting and research subject, data collecting procedure, and data analysis.

#### **A. Research Design**

The present research employed qualitative approach. In qualitative research, there are several processes such as displaying, analyzing and interpreting data (Creswell, 2008). Descriptive research is a way to investigate facts based on phenomena. The research focused to gain the data of students' grammatical errors in writing narrative text. The process of obtaining the errors in students' writing was done through coding. Coding is a method to code a word or phrase directly by using the initial codes (Gass and Mackey, 2005).

#### **B. Settings and Research Subject**

##### **1. Setting**

This research deals with errors which were analyzed from students' writing (narrative text) of third semester English department at Islamic State University of Ar-raniry, Darussalam, Banda Aceh. Students of English Education Department were involved as writing is one of compulsory subjects for them. The sample of this study was 20 students of English education department. They were selected purposively. Purposive sampling is the selection sample based



on characteristics of population that the researcher need for the research (Mackey and Gass, 2005).

## **2. Research Subject**

The subjects of this research were 20 assignment paper of third semester students' writing narrative text. The students' narrative text writings can be categorized as private document that can be used as document analysis technique to gain the data. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to deliver the voice and meaning about the topic (Bowen, 2009).

### **C. Data Collecting Procedure**

In collecting the data of this study, the researcher used a document analysis technique. According to Creswell (2012) there are several procedures to collect the data using qualitative research design. Firstly, the researcher identified participants through a sampling strategy. One class of third semester of English education department students was chosen as the subject because they have the criteria that are predefined by the researcher. Secondly, the researcher asked for lecturer to give her the written text made by students. The students were requested to compose the narrative text writing by lecturer. Those ways were employed in this research to gain the data.

#### D. Data Analysis

In this research, the data were obtained from the assignment of writing narrative text given by lecturer to the third semester students of English department. The researcher analyzed the data by reading it several times and classified particular parts of data. In analyzing and interpreting the data, there are the steps commonly used such as collecting the data, preparing data for data analysis, reading through the data, and coding the data for descriptions in the research report (Craswell, 2012). The researcher used coding to answer research problem about what types of common error made by students in writing narrative text.

To present the percentage of the results, the data are calculated and drawn up in the table of percentage by using the following formula.

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

Notes:

P = Percentages

F = Frequency of errors

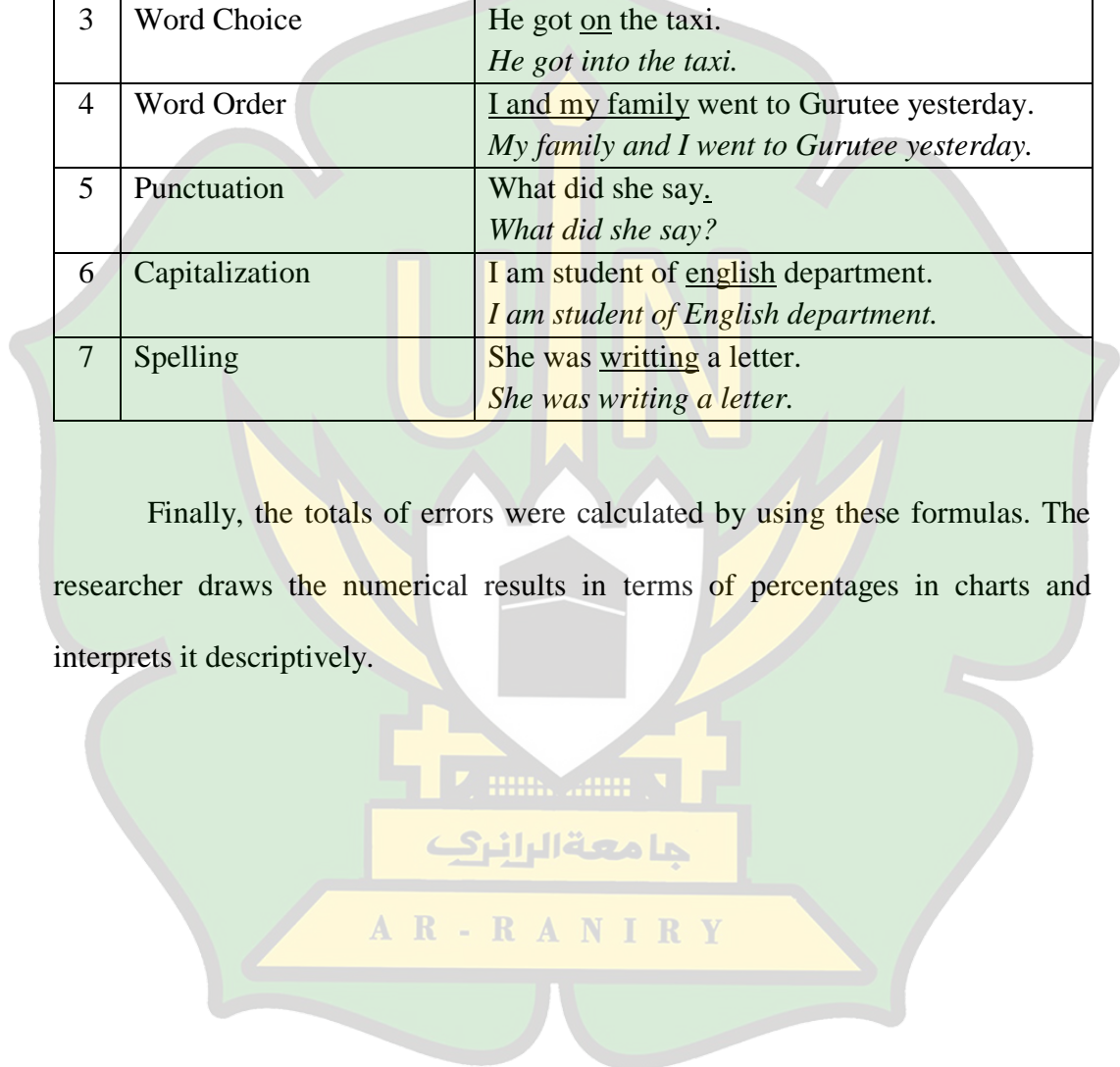
N = Number of cases (total of frequency)

This formula was used to calculate the types of errors that students made in writing narrative text into percentages. Before using this formula, the researcher classified students' errors into seven categories as suggested by Azar as follow;

Table 3.1 Betty S. Azar's Classification

No	Types of Errors	Examples
1	Singular-Plural	She <u>have</u> been there for three <u>month</u> . <i>She has been there for three months.</i>
2	Verb tense	She <u>is</u> here since yesterday. <i>She has been here since yesterday.</i>
3	Word Choice	He got <u>on</u> the taxi. <i>He got into the taxi.</i>
4	Word Order	<u>I and my family</u> went to Gurutee yesterday. <i>My family and I went to Gurutee yesterday.</i>
5	Punctuation	What did she say. <i>What did she say?</i>
6	Capitalization	I am student of <u>english</u> department. <i>I am student of English department.</i>
7	Spelling	She was <u>writting</u> a letter. <i>She was writing a letter.</i>

Finally, the totals of errors were calculated by using these formulas. The researcher draws the numerical results in terms of percentages in charts and interprets it descriptively.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the data on the students' grammatical errors on writing narrative text are displayed and analyzed. The analysis covers the aspect namely the analysis of the types of grammatical errors. The findings of the analysis are going to be discussed further as an attempt to answer the research question which has been proposed in the first chapter.

#### **A. Data Description and Analysis**

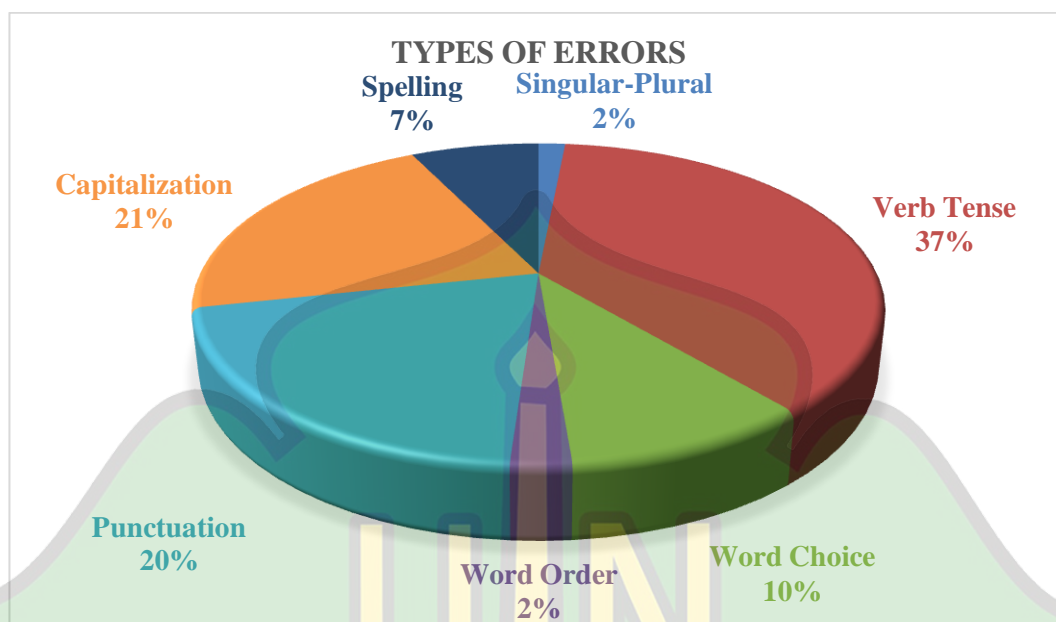
To find out the types of errors, the researcher used three steps on describing the errors that found in students' writing. The steps were identifying the errors, classifying the errors, and finding out the frequency of each error in form of a table. The classifications of grammatical errors are based on Betty S. Azar. These types were calculated and the number of each errors were converted into percentage. In the next page, the table describes the findings of the grammatical errors in students' writing narrative text.

Table 4.1. Types of Students' Grammatical Errors in Writing Narrative Text

No	Students' Name	Singular-Plural	Verb Tense	Word Choice	Word Order	Punctuation	Capitalization	Spelling	TOTAL
1	AD	2	6	2	1	2	2	0	15
2	AF	1	1	0	0	8	5	2	17
3	ARM	0	13	3	0	6	0	1	23
4	AS	1	11	2	2	4	4	0	24
5	DL	0	3	2	0	11	3	3	22
6	DUYK	0	9	1	1	2	3	1	17
7	FA	0	1	0	0	2	0	2	5
8	GA	0	17	1	1	1	6	0	26
9	MF	0	1	0	0	2	6	1	11
10	MFM	0	14	5	2	10	5	1	37
11	MRS	0	3	1	0	0	3	1	8
12	NS	1	3	1	1	11	13	1	31
13	RS	0	12	5	1	0	1	5	24
14	RSY	0	26	4	0	1	0	4	35
15	SM	1	15	4	1	8	2	3	34
16	SR	0	14	4	0	3	17	1	39
17	TFA	1	2	0	0	2	11	1	18
18	YA	0	2	2	1	4	3	4	16
19	YS	0	0	3	0	1	4	0	8
20	ZDF	0	18	5	0	16	9	2	50
<b>Total</b>		<b>7</b>	<b>171</b>	<b>45</b>	<b>11</b>	<b>94</b>	<b>97</b>	<b>33</b>	<b>459</b>
<b>Percentage</b>		<b>1.5%</b>	<b>37.2%</b>	<b>9.8%</b>	<b>2.4%</b>	<b>20.4%</b>	<b>21.1%</b>	<b>7.2%</b>	<b>100%</b>

To make the readers understand the finding easily, the percentage recapitulations of errors is converted into a pie chart. The chart shows the highest number of errors until the lowest number of errors.

Figure 4.1. The Percentage of Grammatical Errors Types



The pie chart above shows the distribution of seven types of grammatical errors in students' writing narrative texts. The further descriptions of type grammatical errors which range from the highest number to the lowest number are provided throughout this section.

*Verb tense* is the highest number of types of grammatical errors. The number of the total errors of verb tense is 172 errors or 38%. The example is "...I fell and rolled onto the asphalt" (see appendix table 4.14). The revision of the sentence is "...I felt and rolled onto the asphalt". The student used the wrong verb while writing narrative text. The other example to this category of error is "We can know that their Livelihood ..." (See appendix table 4.7.), the correct is "We could know that their Livelihood ...". The other example of verb tense error is "a few friends want to talkedwith..." The correct verb of this sentence is "a few



*friends wanted to talk with...*". In this case, the student mostly used past tense after "to" whereas it should be "to + infinitive".

The following type of grammatical error is *capitalization* error. The total number of this type is 97 errors or 21%. The students often produced the errors in writing the subject of the sentence or in the beginning of the sentence such as "...when*i*was about 15 years old" (see appendix 4.17.). It is supposed to write "...when *I* was about 15 years old" (see appendix 4.20). Then "there was no available trans ...". The correction of this sentence is "There was no available trans ...". They also made the errors of capitalization in writing the name of places or states such as "There is a mall under the petronas" (see appendix 4.2.). The correction of this sentence is "There is a mall under the Petronas".

The next category of grammatical errors is *punctuation* error. The number of the punctuation errors is 94 errors or 20%. Most of students omitted the comma in sentences. One of those errors is "Last years*I* met a lot of foreign people". (See appendix 4.6.). The correction of this sentence is "Last year, I met a lot of foreign people". Then, the other example is "...I found It difficult to carry things and looked for a waiting room,a few minutes In the waiting room, ..." (see appendix 4.13). The sentence was supposed to write "...I found it difficult to carry things and look for a waiting room. A few minutes in the waiting room, ...". Moreover, they also forgot to put quotation mark in the word of bahasa such as "people call it matilampu" (see appendix 4.3). The correction of this sentence is "people call it 'matilampu'".

Furthermore, the students made 45 errors or 98% in *word choice*. The students made errors in this category of error such as “*One other free show that so wonderful is The wander full light and water show*” (see appendix 4.2). The sentence should be revised as “*One other free show that so wonderful was the wander full light of water show*”. This example indicated that students chose inappropriate preposition in writing narrative text. The other example to this category of error is “*An bad thing happened to me*” (see appendix 4.14). The correction of this sentence is “*A bad thing happened to me*”. In this case, the student used an inappropriate article. Then, the other example is “*...because diligent keep our life cleanliness*” (see appendix 4.15), while it was supposed to write “*...because diligence keep our life cleanliness*”.

Moreover, another 33 errors or 7% were made by students in the category of *spelling*. The students made errors in this category of error such as “*encouregment from parents, friends and also my desire...*” (See appendix 4.8), while English allows “*Encouragement from parents, friends and also my desire...*”. This example is from the misspelling of a noun. Then, the other example comes from the verb from spelling such as “*when I was coomenting in English and...*” (See appendix 4.6), the correct one is “*when I was commenting in English and...*”. The other examples is “*...Where my meeting endid with Rizka*” (see appendix 4.13). The correct is “*...Where my meeting ended with Rizka*”.

*Word order* is the second lowest of grammatical errors in students' writing. The total number of word choice error is 11 errors or 2%. The students made errors in this category of error such as “*we late come to School and ...*” (see

appendix 4.5), it should be write as “*we came late to School and ...*”. The other example is “*it would be difficult for me to later interact with...*” (see appendix 4.19), while this sentence is supposed to write “*it would be difficult for me to interact later with...*”. Those two sentences showed that the students were confused about the structure of modifier. Then, another example is “*we got punishment to cleaned school garden and...*” (See appendix 4.5), while the correct one is “*we got punishment to clean garden of schooland...*”. This error happened because the student was confused to arrange noun and the students translated her sentence from the first language to the target language.

The lowest number of the grammatical errors is *Singular-Plural*. The findings of singular-plural error are 7 errors or 1%. The students made errors in this category of error such as “*I finally met a women. her name Is...*” (see appendix 4.13), while the correct is “*Finally I met a woman. Her name is...*”. The students were wrong in choosing the word of singular noun. The other example is “*most of the movie that I watch*” (see appendix 4.18), while the correct is “*Most of the movies that I watch*”. This error sentence shows that the students did not understand well about superlative form. Then, the error of singular-plural occurred in students’ writing because they created error in plural nouns such as “*A couple month, I doubled...*” (See appendix 4.16.), while English only allows “*A couple months, I doubled...*”

## B. Discussion

After presenting the types of grammatical errors, the researcher intends to discuss the findings and how this answers the research question proposed in the first chapter. The research question is concerned on the common types of grammatical errors that made by students in writing narrative text.

The findings of the analysis suggested seven classifications as proposed by Betty S. Azar in students' writing narrative text. The seven types are respectively singular-plural, verb tense, word choice, word order, punctuation, capitalization, and spelling. The three most common types of grammatical errors out of those seven types in the students' recount texts are verb tense, capitalization, and punctuation. The first one is found 171 errors or 37% of verb tense error. The students mostly performed these errors due to the misuse of verbs in the text. Since the narrative text talks about the past, the students must use past tense in the text. Although some of them also used incorrect verb in using past verb entirely such *to talked* for *to talk*, *toboughtfor*to *buy*, and *to cleaned* for *to clean*.

The second one is found 97 errors or 21% of capitalization error. The students mostly crated the errors of capitalization while writing the beginning word of the sentence. They also made the errors of capitalization in writing the name of places or states such as *petronasfor**Petronas*, *englishfor**English*, and Indonesia for *Indonesia* etc.

The third one is punctuation error. This error appeared in 94 times or 21% of the overall number. Most of the students omitted the comma in the sentences. The students were confused about the use of comma in sentence. The examples

are *After that incident I always listen* for *After that incident, I always listen* and *I was new student in SMAN 4 Banda Aceh, I didn't know* for *I was new student in SMAN 4 Banda Aceh. I didn't know*. In conclusion, there are three most common types of grammatical errors in third semester students' of writing narrative. The three classifications of those are verb tense, capitalization, and punctuation.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter draws several conclusion and suggestion derived from the research result and discussion. The conclusion deals with the grammatical errors made by third semester students of English Education Department.

#### A. Conclusion

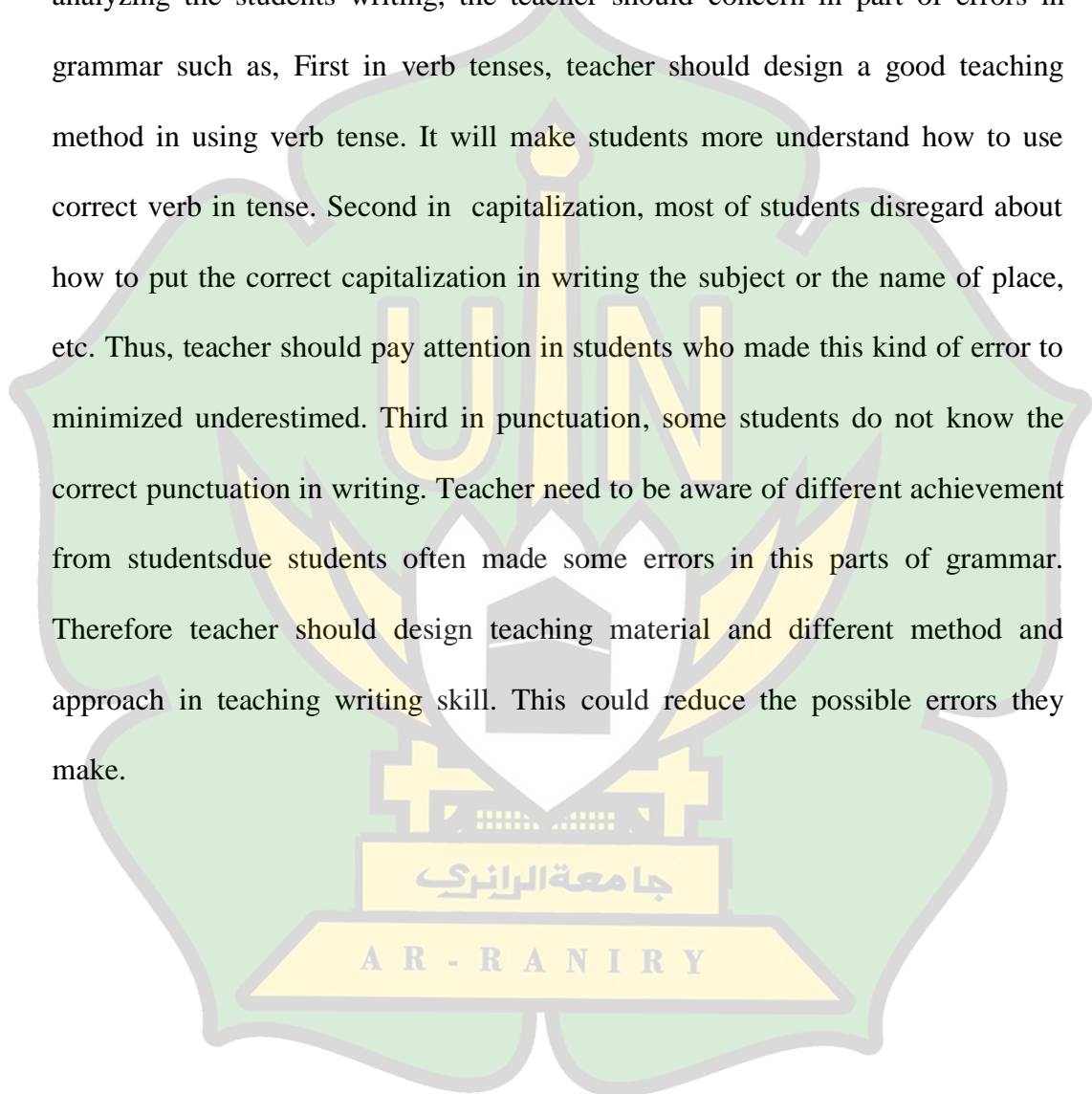
Based on the data collected in the previous chapter, this chapter presents several important conclusions. With regard to research findings, it showed that there are three the most common errors of students' writing narrative text. The three most common errors are verb tense, capitalization, and punctuation. The students mostly made the errors in using past verb. Moreover, the students also were difficult to put correct verb properly. While writing, the students often tended to write the errors of capitalization in the beginning word of the sentence or the name of some places and states.

Then, incorrect punctuations were made by students such as in putting the *comma* and *full-stop*, and adding the *quotation mark*. Overcoming the students' grammatical errors in writing narrative text employed the strategies in writing narrative text that are, students tend to develop their writing skills in writing narrative text. Furthermore, the students should have peer review to make them become more receptive of the process.



## B. Suggestion

Based on the findings, the researcher offers some suggestions. The teachers should consider the suitable teaching method in writing class. By analyzing the students writing, the teacher should concern in part of errors in grammar such as, First in verb tenses, teacher should design a good teaching method in using verb tense. It will make students more understand how to use correct verb in tense. Second in capitalization, most of students disregard about how to put the correct capitalization in writing the subject or the name of place, etc. Thus, teacher should pay attention in students who made this kind of error to minimized underestimated. Third in punctuation, some students do not know the correct punctuation in writing. Teacher need to be aware of different achievement from students due students often made some errors in this parts of grammar. Therefore teacher should design teaching material and different method and approach in teaching writing skill. This could reduce the possible errors they make.



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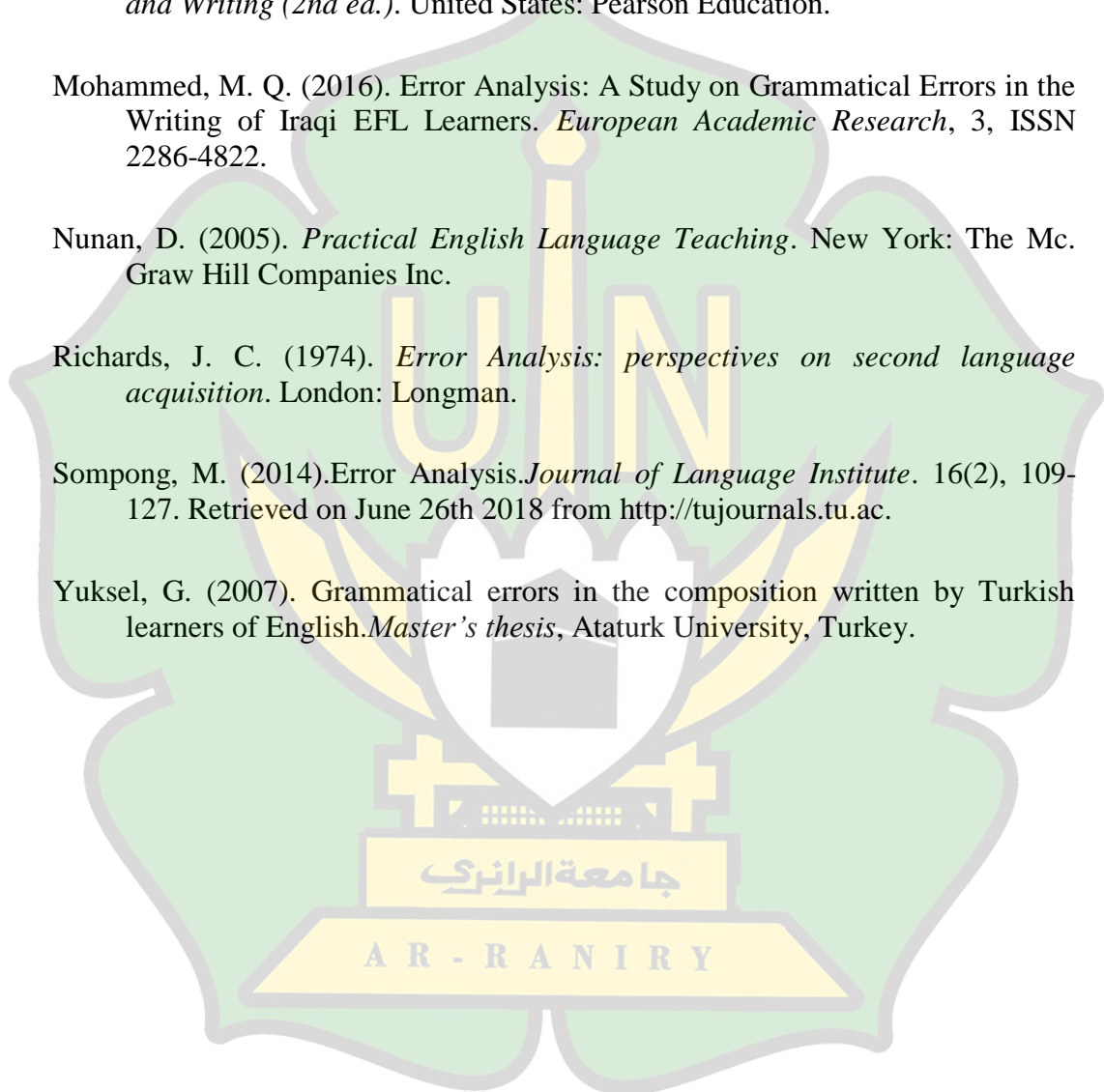
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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Nomor : B- 9092/UN.08/FTK/KP.07.6/09/2018

**TENTANG**

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

**MEMUTUSKAN**

- Menetapkan  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1080/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

**Menunjuk Saudara:**

1. Siti Khasinah, M.Pd  
2. Drs. Amiruddin

Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua

**Untuk membimbing Skripsi :**

Nama : Erna Safitri

NIM : 140203252

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Analysis of Students' Grammatical Errors in Writing Narrative Text

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 14 September 2018

An. Rektor

Dekan



Muslim Razali



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B- 12910 /Un.08/TU-FTK/ TL.00/11 /2018

22 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Erna Safitri  
N I M : 140 203 252  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jl. Lamreung, Ulee Kareng, Lr. T.M, Hoesan

Untuk mengumpulkan data pada:

**Pendidikan Bahasa Inggris**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Analysis of Students' Grammatical Errors in Writing Narrative Text**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

M. Said Farzah Ali





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ftk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

**Surat Keterangan**

Nomor: B-491/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-12910/Un.08/ TU. FTK/TL.00/11/2018 tanggal 22 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Erna Safitri  
NIM : 140203252  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Analysis of Students' Grammatical Errors in Writing Narrative Text.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 Desember 2018  
Ketua Prodi Pendidikan Bahasa Inggris,

*T. Zulfikar*  
T. Zulfikar

AR - RANIRY

ALIZA FADILLA

170203079

No

Date

## Childhood Incident

The story began when I was 7 years old. <sup>at</sup> night, it was so dark ~~like~~ because power failure or usually people call it mati lampu.

~~At that time~~

~~At that time~~ it was Monday night, the time I hate the most because tomorrow all student will do Upacara. <sup>then</sup> I remembered after Upacara, my class<sup>3</sup> always check the nails of every student and if our nail were long we would be punished. I was very scared at that time and immediately took nail clippers because my nails were very long. <sup>then</sup> my mother advised me not to cut nails at night, but I didn't listen because the punishment from my teacher was very scary.

Then I started to cut my nails silently in my room which is very dark, and there was an accident which made my hands bleed because I cut it wrong, it hit my finger. I cried because of the pain. After that incident I always listen to whatever my parent said

listen to your mom, because mom is the best person to give some advice to us

ANDRI SETYAN

170203178

### - ~~I~~ Mistake Making Shy

A lot of students had story life when they were students and many interesting experiences that they don't forget. When I was school in Health Vocational Assriya School, I felt nervous when I interaction with every people in the class because I belong to the ~~minority~~ minority and a lot of student in my class is woman. That situation make me unconfident show my abilities.

Then I meet my chair mate, his name is Adam, and we talked about our hobbies. I never expected that we had same hobbies. that is Football, and we would watching Football together at 12.00 A.M, And we stayed up all night. I know that I had an ~~assign~~ assignment, but I ignore that I decided to keep watching until 03.00 A.M ~~therefore~~ ← Because of that, we late came to School and forgot about our assignment. we got punishment to <sup>clean</sup> cleared School garden and stood in front of class because we don't submit our assignment. I felt shy at the time and very sorry. 'never', I repeat again and became to be on time person.



Teuku Farhan Aulia  
170203129

No .....  
Date .....

### Learn english through movie.

Since I was a child, I really like watching movie. I almost watch movie every day. Most of the movie that I watch is <sup>①</sup>indonesia movie. But when I was ten years old I watch a movie, that movie is <sup>②</sup>the lord of the ring. Every conversation is spoken in english. I can't understand the story at all. It made me very curious about the story.

Then, on the next day, I tried to find out what is the story about. I watch that movie over and over again and everytime I found a difficult word I searched for the meaning in the dictionary.

Since that time, I began to be interested in learning english. and by watching english movie it very help me to learn english.

1. indonesia (spelling)

2. The Lord of The Ring (capitalization) - Most

- But

"Lesson : Since he was watch english movie - Every  
he began to be able to understand I  
english language.

- It

- Then

- I

- Since

- And

Topic: Travelling  
Title: The clam hill

DATE: / /

No

Date

When I went to Aceh Tamiang in order to scout, I found many strange things and amazingly. One of them was a clam hill in the middle of a forest near an oil palm plantation. The clam hill is very wide and there are many kinds of shells, even the shape, the amount cannot be counted.

When I arrived, the hill had already been taken partially by the irresponsible party. There are traces of excavation there. The fact, I get the oddity on this hill, the mystical thing and also the death of someone who sits near the hill. Our guide tells and shows where the person died.

In addition <sup>from</sup> the experience and knowledge we get, that is people there still maintain the ~~story~~ history or heritage of ancient people. We can know that their livelihood is collecting shells and eating seafood.

A R - DWI UFA YUMITA KESUMA  
170203226

Kevy Selvyana  
170203199

No. :

Date. :

## CHILDHOOD

### DON'T LAZY TO GO TOILET

Everybody has a childhood, even though it is different. Most of people has a fun story, because when we were still child, we don't know anything about the danger of something. I have a fun childhood. That thing <sup>was</sup> (be) fun because I live in hostel of army. I have many friends from another city.

Ten years ago, especially when I am elementary school, I never like to toilet. I often hate when I have to go toilet. Even though, when I am really feel sick in my tummy, I have to go toilet. Someday, I feel sick in the morning and again I don't care because I have to go to school so that I not to late. Arrive at school, I can not stand it and I pup in my panties. I am so shy, after it I call a teacher and talk to her I want to go home. During on the trip, I feel not comfortable because my pup. Arrived at home, I immediately go to bath room and clean my body, and then go to sleep, because that day is very tired for me.

That matter give some lesson for me. Since it, I never lazy to go to toilet. Everytime I feel sick in my tummy, I immediately to toilet. This lesson not only for me, everybody do not lazy go to toilet. That is important to our cleanliness, because diligent ~~make~~ ~~our life~~ keep our life cleanliness.





## AUTOBIOGRAPHY

1. Name : Erna Safitri
2. Place/Date of Birth : Peudada/ February, 20, 1996
3. Religion : Islam
4. Nationality/ Ethnic : Indonesia/ Acehnese
5. Sex : Female
6. Occupation : Student
7. Address : Jl. Meunasah Pulo Kiton, Kec. Kota Juang, Kab.  
Bireuen, Aceh.
8. Email : safitriernaaa@gmail.com
9. Parents' Names
  - a. Father : H. Iskandar M. Zein
  - b. Occupation : Pensionary
  - c. Mother : Hj. Maryati
  - d. Occupation : Housewife
10. Address : Jl. Meunasah Pulo Kiton, Kec. Kota Juang, Kab.  
Bireuen, Aceh.
11. Educational Background
  - a. Elementary School : SD Negeri 21 Bireuen, 2002 - 2008
  - b. Junior High School : SMPS Sukma Bangsa Bireuen, 2008-2011
  - c. Senior High School : SMAS Sukma Bangsa Bireuen, 2011-2014
  - d. University : UIN Ar-Raniry, Banda Aceh, 2014-2019

Banda Aceh, January 8<sup>th</sup>, 2019

Erna Safitri