AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING NARRATIVE TEXT AT XI GRADE STUDENTS OF SMA NEGERI 5 PEMATANG SIANTAR

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ABSTRACT

Based on the background of the researcher , the problem can be formulated in the form of questions as follows: How is grammatical error analysis able to explain the ability of eleventh grade students at SMA Negeri 5 PematangSiantar in the 2022/2023 academic year to write narrative text The main objective of this study is to analyze grammatical errors made by students in writing narrative texts. Based on the formulation of the problem above, the researcher focuses on conducting research on analyzing grammatical errors in writing narrative texts. In this research, the researcher employed qualitative research, also known as descriptive research. The researcher used the surface structure taxonomy framework proposed by Dulay, Burt, and Krashen (1982) which categorizes errors into four types: omission, addition, misinformation, and misordering. It is located in the Jalan Medan Km 6,5. KecamatanSiantarMartoba, Kota PematangSiantar.There were 92 errors found by researchers on narrative texts made by 15 students of XI PMIA 1 hat were enough to pass the minimum score..It can be concluded that even though they are students with higher class references considered as students who have better language skills, they can still make errors. The percentage of misinformation was 44%, followed by Omission at 34%, then an additional 15%, and the latter misleading at 7%. From the analysis can be seen that the ability of students is still not perfect in writing narrative text. From this analysis it can be meant that students should be more practical in understanding the use of grammar, to be able to write narrative text to be even better for the future.
Keywords : Analysis Error, Grammatical Error, Error, Writing, Narrative Text

I. INTRODUCTION
Background of TheResearch

Many facets of Indonesian culture have been influenced by English as a second language. In intelligence, progress, and civilization, language plays a significant role. The national curriculum in Indonesian schools includes English as a subject that is required. From elementary school through university, English is taught. There are four skills that students gain when studying English. Speaking, Listening, Reading, and Writing are the four.According to Jack and Rodgers, "grammatical competence refers to what Chomsky call linguistic competence" and is "one of dimensions of communicative competence." That phrase makes it apparent that in order for pupils to be proficient in English, they must study linguistic competency, and one of those linguistic abilities is grammar.

One of the supporting skills for writing is grammar. But the issue is that some students make mistakes as they attempt to construct sentences that eventually lead to strong paragraphs. It is well known that English and Indonesian grammar differ from one another. As a result, it is challenging for pupils to improve their English. One of the things that causes students to make a lot of mistakes is the variation in grammar between their native and target languages. Their writing's content may be impacted, which prevents the reader from understanding their messages.For example; Grammar consists of tenses, word choice, spelling, etc. In tenses, for example, I buyed a book yesterday. Which is supposed to be I bought a book. And in word choice, like sentence she have black hair. It should be she has black hair. And the last is spelling, for example my father stop smoking, whereas the right sentence is my father stopped smoking.

The social function of narrative is to entertain, amuse, and deal with actual vicarious experience in various ways. Narrative also deals with problematic events that result in a crisis or turning point of some kind that eventually finds a solution. There are many different kinds of stories. They can be fictitious, real, or a combination of the two. Stories about fairy tales, mysteries, science fiction,

romance, horror, adventure, myths and legends, historical narratives, ballads, slice-of-life, and personal experience are all examples of these genres.For instance, unlike some of the other genres, narrative does not have a single overarching goal. Knapp & Watkins (2005) assert that whereas narrative almost always serves to amuse a reading audience, we cannot generalize that statement. Beyond only being a kind of entertainment, narrative has a significant societal purpose. A strong medium for influencing societal attitudes and ideas is narrative. Additionally, because it may readily incorporate one or more of the other genres and still maintain its dominance, narrative is a "large" or macro genre.

Grammatical error, according to A Hsu (2013), is a systematic deviation that happens when a learner does not fully understand grammar (Budiarta, D., &Widiasmara, 2018). A grammatical error is one that violates the rules of grammar and can lower the quality of writing (Dewanti, 2007). Meanwhile, according to Ellis, grammar has typically focused on the rules that govern how words, phrases, and sentences are formed and understood. According to Murdliyana (2019), 2017 grammar encompasses a wide range of rules and interactions between such rules.A crucial rule that must be followed is grammar. A set of rules is taught to learners, who then employ them to use language effectively.

Previously, the researcher also had a Teaching Assistance (AsistensiMengajar) experience at SMA Negeri 5 PematangSiantar where in this activity the researcher was given the opportunity to teach in the classroom in the teaching process the researcher found a problem, namely the lack of students' grammar skills in writing narrative text, especially it happened to eleventh grade students.

This analysis will examine the grammatical errors present in narrative writing. The purpose of this analysis is to identify common grammatical errors in narrative texts. This research may include checking for errors such as subject-verb agreement, verb tense consistency, and proper use of punctuation. The goal is to improve the overall clarity and effectiveness of narrative writing. Finally, the researcher is interested in conducting an error analysis by submitting a thesis with the title**:** "Analysis of Grammatical Errors in Narrative Text in Eleventh Grade Students of SMA Negeri 5 PematangSiantar in the Academic Year 2022/2023".

The Problem of The Research

Based on the background of the researcher above, the problem can be formulated in the form of questions as follows: How is grammatical error analysis able to explain the ability of eleventh grade students at SMA Negeri 5 PematangSiantar in the 2022/2023 academic year to write narrative text?

The Objective of The Research

The main objective of this study is to analyze grammatical errors made by students in writing narrative texts.

II. REVIEW OF LITERATURE

Error Analysis

A branch of applied linguistics theory called error analysis (EA) took the place of contrastive analysis (CA) in the late 1960s. Contrastive analysis foretells and explains that students' errors are due to the influence of their mother tongue when learning the target language."Contrastive analysis emphasizes the mother tongue's influence on learning a second language at the levels of phonology, morphology, lexicon, and syntactic structure. According to Jie (2008), quoted in UK writings, "it holds that first language would influence second language" (Jie, 2008, p.36).Because of to this, behaviorist theory replaced CA in the 1960s, viewing second language acquisition as a new set of habits and the core process of second language learners as the transfer of their original language. Consequently, EA replaces CA in the 1970s and gains significant popularity (Erdogan, 2005).

Grammatical Error

When learning a language, grammar is so critical. The term "grammar" will be defined differently by different authors. According to (Patterson, 1999), writers and speakers intend to apply grammar to their tasks. Greenbaum and Nelson (2002) say that grammar is the set of rules that make it possible for us to combine words in our language into larger units. While some word combinations are possible, others are not. He goes on to say that grammar is the most important part of a language. On the other hand, it acts as a mediator between the system of meaning and the system of sounds or written symbols. The study of grammar is an important part of language study. Although it is simple for

students to learn and use dictionaries to determine the pronunciation, spelling, or meaning of words, it is still challenging to consult grammar books without a substantial understanding of grammar.

Narrative Text

The social function of narrative is to entertain, amuse, and deal with actual vicarious experience in various ways. The social function of narrative is to deal with problematic events that result in a crisis or turning point of some kind and find a solution (Dody, etc., 2008).

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

The Purpose of Narrative Text.

The use of the narrative text itself has several purposes, such as entertaining, educating, telling, conveying the author's experience or as a medium to develop the imagination of the reader. Examples of narrative text such as folklore, fairy tales, or fables that are legendary from all parts of the world, although the narrative text is generally imaginative, some narrative text is also factual.

Social Function Narrative Text

Its social function is to tell stories or past events and entertain the readers. The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways.

Generic Structure of Narrative Text

Orientation

The orientation section contains the opening of the story that contains the introduction of characters, introduction to the background time and place of the story. Anyway, this section contains a general part of the story that includes what, who, when, and where the story is told.

Complication

In this section, the main character starts experiencing conflicts in his life and the main character must resolve the conflicts.

Resolution

The resolution section is the ending story section. In this section all the problems must be resolved by the main character. In the resolution section there is also usually a moral message or moral value or advice that we can take from the story. The moral value in the ending of a narrative text is called Coda.

III. RESEARCH METHODOLOGY

Research Method

In this research, the researcher employed qualitative research, also known as descriptive research. The researcher chose this approach since it is consistent with this research, in which the data are words. According to (Creswell, 2008), there are several processes involved in qualitative research, such as displaying, analyzing, and interpreting data. The purpose of this descriptive analysis research is to reveal or explain the types of errors based on the surface structure taxonomy. The researcher used the surface structure taxonomy framework proposed by Dulay, Burt, and Krashen (1982) which categorizes errors into four types: omission, addition, misinformation, and misordering.

Subject and Object of The Research

Subject

The research subject is basically the person who will be subject to the conclusions of the research results. The research subject is a source that provides information about data or things needed by researchers on the research being conducted. The subjects of this study were students of class XI SMA Negeri 5 PematangSiantar.

Object

Population is the whole, people, subjects or events, all of which have at least one characteristic in common and must be specifically and clearly defined. In this research , the population is eleventh grade students of SMA Negeri 5 PematangSiantar in the 2022/2023 school year. The total population consists of 354 students. The details can be seen in the table below:

Table 1

No	Classes	Number of Students
1	XI PMIA[1]	35

2	XI PMIA^2	36
3	XI PMIA^3	36
4	XI PMIA^4	36
5	XI PMIA^5	36
6	XI PIIS^1	36
7	XI PIIS ^{2}	35
8	XI PIIS ^{3}	36
9	XI PIIS ^{4}	33
10	XI PIIS ^{5}	34
Total		**354**

Based on the explanation of the sampling technique above, the researcher took one class as an informant. Researchers used class XI PMIA 1 SMA Negeri 5 PematangSiantar in the 2022/2023 academic year which amounted to 15 informants.

Technique of Data Collection

"The data collection process involve (a) identifying the parameters for the study, (b) gathering the information through observations, interviews, documents, and visual material, and (c) establishing the technique for recording information," claims Creswell (2014:178).

Data was collected by the researcher using document analysis. The information required for this analysis came from the grammatical errors made by the students in their writing assignments. The researcher will collect documents by:

1. First the researcher will ask informants or students to write a narrative on a paper.
2. After the students finish their writing, the researcher will collect the writing or documents,
3. The next step is that the researcher will classify and interpret them. A taxonomy of surface strategies was used by the researcher to analyze the texts written by the students.

Data Analysis Technique

According to Lulu Meiliana (2013: 63), quoting Ellis and Barkhuizen (2005), the process of mistake analysis consists of the following five steps: (1) Gathering a sample of the learner's language, (2) Finding errors, (3) describing errors, (4) explaining errors, and (5) evaluating errors.

Several processes were used to analyze the research's data:

First, the errors were separated into the four subcategories of the surface strategy taxonomy (omission, addition, misordering, and misinformation), which allowed for the identification of the grammatical problems in each phrase and sentence in the writing of the students'.

Classifying the errors based on surface taxonomy by dulay et al. see the following table there would be omission, addition, misinformasion, and misordering. The researcher would give the checklist (√) according to erros belongs to:

Table 2

No	Sentence that contain errors	Page/line	Types of error			
			Om	Ad	Mf	Md

1. Second, the data were analyzed and defined in accordance with the different kinds of errors.
2. The thirdly step was analyzing the data to identify the error's origins and to explain it to the students.
3. The final stage involved evaluating the errors and calculating the proportion of each subcategory by tabulating the errors in the order.

Tabulating the error to know the most frequent error that occurred on students' narrative texts. See the following table:

Table 3

Types of error	F	%

This is the formula that would be used to find out what is the most frequent error:

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

Note :
P = Percentage of the error
F = Frequency of the error
N = Total number of the error / Number of cases

VI. FINDING AND DISCUSSION
Finding

There were 92 errors found by researchers on narrative texts made by 15 students of XI PMIA 1 SMA Negeri 5 PematangSiantar that were enough to pass the minimum score. Analysis uses the theory according to the taxonomy of surface strategy proposed by Daulayet al.(and 1982)

The researcher classified errors according to the surface strategy taxonomy by Dulay et al. (1982) there are four types of error, those are omission, addition, misinformation, and misordering. Those errors are the result of the erroneous word, phrases, or sentences made by the class XI PMIA 1 SMA Negeri 5 PematangSiantar who enough to pass the minimum score/passing grade.

Types of Error

According to surface strategy taxonomy by Daulay et al. (1982) they are four classifications/types of error, those are omission, addition, misinformation, and misordering. And in this research, the researcher found there were 37 (44%) misinformation, omission 27 (34%), addition 13 (15%), and misordering 6 (7%).

Misinformation took place as the most frequent error students made in their narrative texts.

Analysis of Error

For this part, the researcher analyzed, classified, and gave the correction of those errors that should be used. The analysis is concerned with omission, misinformation, misordering, and addition. Each type of error is also described in the table in order to know why these are considered errors. The table is presented down below :

Table 4 Table of Error

Single error	60
Double errors	20
Triple errors	10
Four errors	2
Total Error	92

Omission

In this study, the researchers found 6 types of omission in the writing of narrative text made by students of class XI PMIA 1 State High School 5 SiantarPematang who passed the standard minimum/passing guard . Those are Omission of article, Omission of preposition, Omission of Plural maker (s-es) , Omission of Noun, Omission of be and Omission of pronoun

Omission of article

As we know in English, there are three articles. Those are a, an (indefinite), and the (definite). A and an has the same function, they are used to refer to something in a less manner. The is used to refer to what has been mentioned before. And most of the errors made by the students, they got to put "the" to something that they already mentioned before. For instance, "first day out to Lake Toba "it should be "The first day out to Lake Toba ". The example is presented in the table below.

Table 5

No	Sentence	Subject/Line	Correction
1.	First day out to Lake Toba	Subject 4, par 1, line 2	_The_ first day out to Lake Toba
2.	I had deep connection with television	Subject 11, par 1, line 4	I had _a_ deep connection with television

Omission of Preposition
   Those errors that students committed because they did not put the preposition. The researcher found there 5 errors of omission of the preposition that should be presented in their sentence. For instance "we got my mother's hometown in the afternoon" it should be "we got _to_ my mother's hometown in the afternoon. The example is presented in the table below.

Table 6

No	Sentence	Subject/Line	Correction
1.	We got my mother's hometown in the afternoon.	Subject 8, par 1, line 5	We got _to_ my mother's hometown in the afternoon.

Omission of Plural maker (-s/-es)
   In order to say something is more than one, in English we need too add it with -s/-es. And in here, students comited error by not adding the -s/-es marker on what should be added by plural/singular marker. For instance, "took some picture" it should be "took some pictures" .The example is presented in the table below.

Table 7

No	Sentence	Page/Line	Correction
1.	took some picture	Subject 9, par 2, line 3	took some pictures

Omissionof be
   The omission of be happens when the students do not put "be" that should be presented.For instance in number 1,"Just feeling a little lonely without my grandma."it shoulde be"I _was_ just feeling a little lonely without my grandma"
   The example of error of omission of beis presented on the table below.

Table 8

No	Sentences	Page/line	Correction
1.	Just feeling a little lonely without my grandma.	Subject 1, Part 2, Line 5	I _was_ just feeling a little lonely without my grandma.

Omission of Pronoun
   A pronoun is a substitute form used to describe words specifically. For example, mention the names of people, names of objects, animals, and so on. In this is found the error where the pronoun should be used in the sentence but is even lost. For instance, "Talk but since grandpa is gone" it should be "_We_ talked but since grandpa is gone". The example is presented in the table below.

Table 9

No	Sentences	Page/line	Correction
1.	Talk but since grandpa is gone	Subject 2, Part 1, Line 7	_We_ talked but since grandpa is gone

Addition
   There are 7 types of addition that are found by researchers in the writing made by students of class XI PMIA 1 State High School 5 PematangSiantar. Those are addition of article, addition of conjunction, addition of preposition, addition of Plural maker (-s/-es), addition of Adjective, addition of be and addition of pronoun.
Addition of article

Table 10

No	Sentence	Subject/Line	Correction
1.	So it's been _an_ interesting vacation for me	Subject 11, part 3, line 2	So it's been interesting vacation for me

Addition of conjunction

Table 11

No	Sentence	Subject/Line	Correction
1.	We came home too _but_ we've spent	Subject 6, part 3, line	We came home too we've spent

	precious time together	2	precious time together
2.	Then got ready *and* rushed to go home	Subject 12, part 2, line 5	Then got ready rushed to go home
3.	so *that* our car tires on the side	Subject 15, part 4, line 2	so our car tires on the side

Addition of preposition

The addition of prepositions happened when the students added a preposition to their narrative text that did not need to be put there. The researcher found some errors in addition of preposition that the students made in their writing. For instance, "the swimming pool or *to* the park" it should be ""the swimming pool or the park". The example is presented in the table below.

Table 12

No	Sentence	Subject/Line	Correction
1.	The swimming pool or *to* the park	Subject 11, part 3, line 1	The swimming pool or the park

Addition of Adjective

An adjective is a word used to describe a noun (word object) or a pronoun (substitute word) that can be a person (person), a place (place), an animal (animal), an object, or an abstract concept. (thing). Students make errors in their sentences. For Instance "I *really* enjoyed on the way the green trees" it should be "I enjoyed on the way the green trees". The example is presented in the table below.

Table 13

No	Sentence	Subject/Line	Correction
1.	I *really* enjoyed on the way the green trees	Subject 6, part 2, Line 2	I enjoyed on the way the green trees
2.	I was very sad when I *most* come home	Subject 8, part 3, Line 3	I was very sad when I come home

Addition of be

The students commited the addition of be because maybe they thought that after "be" was followed by the verb. In fact, it is not. Be should be followed adjective, not verb. For instance," We *had* stayed at my grandmother's house for a week" it should be "We stayed at my grandmother's house for a week" The example is presented in the table below.

Table 14

No	Sentence	Subject/Line	Correction
1.	We *had* stayed at my grandmother's house for a week	Subject 8, part 3, Line 1	We stayed at my grandmother's house for a week

Addition of Pronoun

A pronoun is a substitute form used to describe words specifically. For example, mention the names of people, names of objects, animals, and so on. In this in find the error where the pronoun should not be used in the sentence instead is used and makes the sentences become confused. For instance "We swimming and *we* enjoyed the sunset" it should be "We swimming and enjoyed the sunset".

The example is presented in the table below.

Table 15

No	Sentence	Subject/Line	Correction
1.	We swimming and *we* enjoyed the sunset	Subject 4, Part 1, Line 6	We swimming and enjoyed the sunset

Addition of Adverb

The adverb is a word indication or additional word that gives a clearer picture. in this sentence in finding errors where the adverb should not be used just used that makes the sentence difficult to understand. Fot instance "The flavors were *absolutely* delicious" it should be "The flavors were delicious" . The example is presented in the table below.

Table 16

No	Sentence	Subject/Line	Correction
1.	The flavors were _absolutely_ delicious	Subject 10, Part 3, Line 3	The flavorswere delicious

Misinformation

These were the most frequent errors that students made in their narrative writing. The researcher found there were 7 types of misinformation made by class XI PMIA 1 SMA Negeri 5 Pematang Siantar. There is mis information of preposition, misinformation of be, misinformation of pronoun, and misinformation of noun. For each error is described in the table below.

Misinformation of Preposition

For these errors, the students used inccorect preposition on their writing. Like in sentence" _In_ this holiday" it should be "_On_ this holiday" The example is presented in the table below.

Table 17

No	Sentence	Subject/Line	Correction
1.	_In_ this holiday	Subject 1,part 1, line 1	_On_ this holiday
2.	Ate _in_ Genki Sushi	Subject 3, part 2, line 2	Ate _at_ Genki Sushi

Misinformation of be

There is error in writing misinformation of be. Because students are still confused about using "be". They still used "be" in the present form "The cool breeze _was_ very pleasant" it should be "The cool breeze _was_ very pleasant". The example is presented in the table below.

Table 18

No	Sentence	Subject/Line	Correction
1.	The cool breeze _was_ very pleasant.	Subject 6, part 2, line 1	The cool breeze _was_ very pleasant.

Misinformation of Pronoun

Table 19

No	Sentence	Subject/Line	Correction
1.	_Me_ and my family go to beach	Subject 9, part 1, line 1	_I_ and my family go to beach

Misinformation of Noun

Table 20

No	Sentence	Subject/Line	Correction
1.	The sunset from the hotel _balcon_	Subject 4, part 1, line 5	The sunset from the hotel _balcony_

Misinformation of Conjunction

Table 21

No	Sentence	Subject/Line	Correction
1.	I feel a little bit boring cause on vacation	Subject 1, Part 1, Line 1	I feel a little bit bored _because_ on vacation
2.	We went on vacation to Balige an staycation there.	Subject 4, Part 1, Line 5	We went on vacation to Balige_and_ had a staycation there.

Misinformation of Verb

Table 22

No	Sentence	Subject/Line	Correction
1.	I embark on an unforgettable	Subject 5, Part 1, Line 2	I _embarked_ on an unforgettable
2.	It needs three hours by train from my town	Subject 8, Part 1, Line 4	It _takes_ three hours by train from my town

Misinformation of Adjective

Tabel 23

No	Sentence	Subject/Line	Correction
1.	I feel a little bit boring cause on vacation	Subject 1, Part 1, Line 1	I feel a little bit *bored* cause on vacation
2.	Shell Intersection a populer tourist spot	Subject 10, Part 1, Line 1	Shell Intersection a *popular* tourist spot

Misordering

There were 6 misordering found researcher by the writer on students' writing, it seemed like the students were still affected by their L1. They used the rules of their L1 to make a sentence in English, although their L1 and English have different rules. In the sentence "Cheer up her" it should be" Cheer her up". The example is presented in the table below.

Table 24

No	Sentence	Subject/Line	Correction
1.	Vacation with grandma to cheer up her in her old age	Subject 1, Part 1, Line 2	Vacation with grandma to *cheer her up* in old age
2.	Me and my family went to grandma's house	Subject 3, Part 1, Line 2	*My family and I* went to grandma's house
3.	Me and my cousin went to Delipark.	Subject 3, Part 2, Line 2	*My cousin and I* went to Delipark.
4.	Me and my family returned to Siantar	Subject 3, Part 3, Line 4	*My family and I* returned to Siantar
5.	Me and my family go to beach in Tigaras	Subject 9, Part 1, Line 1	*My family and I* go to beach in Tigaras
6.	finally my mom was referred to the hospital to perform surgery	Subject 14, Part 2, Line 2	My mom was finally referred to the hospital to perform surgery

Tabulation Error

After classifying, explaining, and describing those errors made by class XI PMIA 1 SMA Negeri 5 PematangSiantar that were enough to pass the minimum score, the researcher present the percentage of those errors on the table.

As you can see, misinformation has the highest number of errors that the students made. It was 37 (44%) followed by omission has 27 (34%) errors, then addition with 13 (15%) errors and the last who has the lowest number was misordering with 6 (7%) error.

Table 25

Types of Error	F	%
Misinformation	37	44%
Omission	27	34%
Addition	13	15%
Misordering	6	7%
Total	92	100%

Based on the re-situation of data and findings above. There are 69-word grammatical errors and responses from 15 subjects/informants in writing narrative text. Data is collected from student writing. From this study there are some types of errors such as misinformation 37 errors with a total (44%) of these errors are many found in student writing, there is also Omission 27 error with a total (34%) of omission errors when students remove the mandatory part in the expression to meet the grammar qualification. in addition, there are also Addition as 13 errors with a total(15%) of students making an error by adding words that should not be added in the sentence and ending misordering as 6 errors in total (7%) this is an error with the lowest percentage of an error this is the mistake of putting words in

Discussion

XI grade students of SMA Negeri 5 PematangSiantar are students who are in the second year where students in that year are considered to have good language skills than students of the first year and in particular in students XI PMIA 1 who are considered excellent students in the school and have

good English language values. But that doesn't mean they don't make mistakes. They also make errors.

The opponent found errors in all the narrative writings made by the students of class XI PMIA 1 in the State High School 5 PematangSiantar. According to Dulay et.al (1982), there are four types of errors: omission, addition, misinformation, and misordering, and these four types are found in their narrative writing. This error occurs in various forms such as Omission of article, Omission of preposition, Omission of Plural maker (s-es) , Omission of Noun, Omission of be and Omission of pronoun.Addition of article, addition of conjunction, addition of preposition, addition of Plural maker (-s/-es), addition of Adjective, addition of be and addition of pronoun. The latter is misordering which occurs when students make the wrong sequence of sentences.
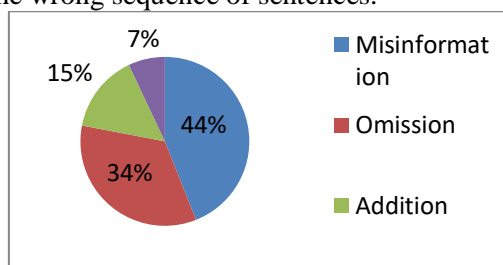
As we can see from the table above, misinformation takes the first place among the errors most often made by students. The number of errors was 37 (44%). The second position of mistakes made by students is omission. The number of errors was 27 (34%). And then followed by an addition with the number of errors being 13 (15%). And the last wrong with the number of errors is 6 (2%). The most common mistake students make is misinformation, especially false verbal information. According to Dulay et al. (1982) misinformation is the misuse of one grammatical form as a substitute for another. The number of missions is 37. Most of them are still confused about how to use the correct preposition in a sentence. Example :*Ate in Genki Sushi*. Change the answer to *Ate at Genki Sushi*. The author concludes that the student is still confused about using the correct preposition in the sentence because the above sentence shows where the at is the correct word to be used in that sentence.

The second position of the most omission error is neglect. Especially because of dissatisfaction. Students still forget to add articles to sentences to limit from a word object (The, a, an). These three words do not have a single special meaning in Indonesian, but if you mention a word without articles it is not appropriate because articles have a special function in supplementing a phrase or clause. For example*First day out to Lake Toba*. which is supposed to be *The First Day out Toba Lake*. The author concludes that students made a error because there are no such rules in their first language. They are affected.

The third position is additional. The author is divided into seven, namely, the addition of articles, be, prepositions, adjective, conjunction,pronoun, and Adverb Students don't know how to set up prepositions correctly. Example *Take the swimming pool or to the park*. It should be *the swimming pool or the park*. Students do not need to add words to this sentence. The final position is regret. This happens when students use their first language rules in English, while both have different rules. Example *Me and my family go to the beach*. It should be *my family and I going to the beach*.

V. CONCLUSION AND SUGGESTION
Conclusion

As we can see from the results of type errors made by Class XI PMA 1 at SMA Negeri 5 PematangSiantar : it can be concluded that even though they are students with higher class references considered as students who have better language skills, they can still make errors. According to Dulay et al. (1982) there are four types of errors: omission, addition, misinformation, and misinformation.There are four types of errors in student narrative writing.

The percentage of misinformation was 44%, followed by Omission at 34%, then an additional 15%, and the latter misleading at 7%. From the analysis can be seen that the ability of students is still not perfect in writing narrative text. From this analysis it can be meant that students should be more practical in understanding the use of grammar, to be able to write narrative text to be even better for the future.

Suggestion

Based on conclusion drawn, the result of the findings contribute some valuable suggestions, they are :

1. For students after knowing the results of the type of mistakes made by the students of class XI PMIA 1 in the State High School 5 PematangSiantar, students can find out where they fail the most. So they can learn more about it and make improvements in their learning.

2. for Teachers after knowing the results, it is expected that teachers may be able to make some improvements to their teaching or materials especially where their students fail the most.

3. For future researchers, hopefully, this research will be useful and useful. And it is expected for future researchers to use other theories and other different objects that are unusually used. For example, future researchers could use students from major sciences with the lowest score as objects.

4. For readers who want to know the errors that often occur in students in narrative writing.

5. Using surface strategy taxanomy in identifying grammatical errors in student narrative writing is an effective way.

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