Analysis of Grammatical Errors in Narrative Texts of English Lessons for Grade XI of Purworejo State Islamic Senior High School in the 2024/2025 Academic Year

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Article Info	Abstract
	Narrative text is an important part of English learning, especially at the Madrasah Aliyah level. In this context, the analysis of grammatical errors in narrative texts aims to identify errors that are often made by students and how they affect the quality of their writing. In general, grammatical errors in narrative texts at the high school level involve various aspects, such as the use of tenses, verbs, sentence structures, and prepositions. These errors can occur due to students' lack of understanding of correct grammar rules, carelessness when writing, or direct translation from Indonesian to English without considering the structural differences between the two languages. Literature studies show that errors in the use of tenses are often the main problem in writing narrative texts. In addition, the use of inappropriate compound sentences, as well as errors in the use of articles and prepositions are also often found. Several studies have revealed that the main factor causing these errors is the influence of the mother's tongue, namely Indonesian, which has a very different grammatical structure from English. In addition, inadequate teaching and training factors in the classroom also affect students' ability to apply correct grammar rules in narrative texts. For this reason, the analysis of grammatical errors in this narrative text is expected to provide insight for teachers and students in improving their English language skills, especially in writing grammatically correct narrative texts.

Artikel Info	Abstrak
	Teks naratif merupakan bagian penting dalam pembelajaran bahasa Inggris, khususnya pada jenjang Madrasah Aliyah. Dalam konteks ini, analisis kesalahan tata bahasa pada teks naratif bertujuan untuk mengidentifikasi kesalahan-kesalahan yang sering dilakukan oleh siswa dan bagaimana kesalahan-kesalahan tersebut memengaruhi kualitas tulisan mereka. Secara umum, kesalahan tata bahasa pada teks naratif pada jenjang SMA melibatkan berbagai aspek, seperti penggunaan tenses, verba, struktur kalimat, dan preposisi. Kesalahan-kesalahan tersebut dapat terjadi karena kurangnya pemahaman siswa terhadap kaidah tata bahasa yang benar, kecerobohan saat menulis, atau penerjemahan langsung dari bahasa Indonesia ke bahasa Inggris tanpa mempertimbangkan perbedaan struktur kedua bahasa tersebut. Studi pustaka menunjukkan bahwa kesalahan dalam penggunaan tenses sering menjadi masalah utama dalam penulisan teks naratif. Selain itu, penggunaan kalimat majemuk yang tidak tepat, serta kesalahan dalam penggunaan kata sandang dan preposisi juga sering ditemukan. Beberapa penelitian mengungkapkan bahwa faktor utama yang menyebabkan kesalahan-kesalahan tersebut adalah pengaruh bahasa ibu, yaitu bahasa Indonesia, yang memiliki struktur tata bahasa yang sangat berbeda dengan bahasa Inggris. Selain itu, faktor pengajaran dan pelatihan yang kurang memadai di kelas juga mempengaruhi kemampuan siswa dalam menerapkan kaidah tata bahasa yang benar dalam teks naratif. Oleh karena itu, analisis kesalahan tata bahasa dalam teks naratif ini diharapkan dapat memberikan wawasan bagi guru dan siswa dalam meningkatkan keterampilan berbahasa Inggris, khususnya dalam menulis teks naratif yang tata bahasanya benar.

I. INTRODUCTION

English as an international language plays a very important role in modern life, especially in the world of education. In Indonesia, teaching English from elementary to college levels is very significant in preparing students to face global challenges. One of the materials taught at the Madrasah Aliyah level is narrative text, which is often used to train students' writing skills. Although the purpose of this learning is to improve students' writing skills, various grammatical errors are often found in narrative texts written by students. These errors can come from various factors, including the influence of

the mother tongue, limited understanding of English grammar rules, and students' habits or unawareness in using the correct language structure (Setiyorini et al., 2020).

Narrative text, which is a type of text that tells a story or event, requires the use of correct grammar and in accordance with English rules. This not only includes the use of appropriate verbs, but also includes an understanding of tenses, sentence structures, the use of articles, and appropriate prepositions. As explained by Dewi and Huda (2020), students often face difficulties in understanding the use of different tenses between English and Indonesian, which leads to errors in the use of verb forms in narrative texts. For example, inconsistent use of tenses can disrupt the flow of the story and confuse the reader. This is a big challenge for grade XI students of Madrasah Aliyah Negeri Purworejo in composing their narrative texts.

In addition to tenses, another common mistake is the use of sentence structures that do not comply with English language rules. Pasaribu and Hutahaean (2020) stated that errors in sentence structure are often caused by linguistic transfer from the mother tongue, namely Indonesian, which has a different sentence structure from English. For example, in Indonesian, the subject and object in a sentence can be in a more flexible order, while in English, the subject-verb-object order is stricter. This error can reduce the quality of narrative texts written by students, because it makes the sentences feel unnatural or even difficult to understand.

According to Hasnia et al. (2022), in addition to errors in sentence structure, the use of inappropriate prepositions is also one of the common errors found in narrative texts written by students. Prepositions in English often do not have direct equivalents in Indonesian, which makes it difficult for students to determine the correct preposition to use in their sentences. For example, the incorrect use of the preposition "in", as in "in the morning" which should be "at the morning", is often found in students' writing. These kinds of errors, although they seem small, can affect the perfection and accuracy of the narrative text that is composed.

In addition, Mandasari (2019) emphasized that errors in the use of articles are also often found in students' narrative texts. In Indonesian, there is no use of articles such as "a," "an," and "the," so students who are new to learning English are often confused or inconsistent in

using articles correctly. In many cases, students tend to ignore the use of articles or place them incorrectly, which ultimately affects the meaning of the sentences they write.

Another factor that influences grammatical errors in students' narrative texts is the limited understanding of basic rules and concepts in English. Fitria (2021) stated that a lack of understanding of basic grammatical rules, such as the difference between verbal and nominal sentences, can lead to errors in writing narrative texts. Students who do not understand how to identify and use nominal or verbal sentences correctly may have difficulty constructing effective and clear sentences in their texts.

Furthermore, Rezai et al. (2022) revealed that grammatical errors also often occur due to a lack of structured and directed writing practice. Students who are not often given the opportunity to write in real contexts, such as writing narrative texts, will have difficulty applying correct grammar rules. Therefore, it is important for teachers to provide writing exercises that focus on strengthening grammar rules as well as constructive feedback so that students can identify and correct their mistakes.

As part of an effort to address common grammatical errors in students' narrative texts, Shadiev and Feng (2024) proposed the use of automated feedback tools, such as Grammarly, to assist students in correcting their grammatical errors. These tools, which are equipped with artificial intelligence technology, can provide instant feedback to students and help them understand their mistakes. While these tools can be very useful, according to Dhillon et al. (2020), it is important for teachers to continue to provide more in-depth learning related to grammar rules to ensure that students truly understand the basic principles of English, rather than just relying on automated tools alone.

In the context of Madrasah Aliyah Negeri Purworejo, the analysis of grammatical errors in narrative texts is very important to understand the challenges faced by students in writing narrative texts in English. This study aims to analyze the errors that occur in the writing of grade XI students in English, focusing on the use of tenses, sentence structures, prepositions, articles, and verbal and nominal sentences. By understanding the types and causes of these errors, it is hoped that more appropriate solutions can be found to improve students' writing skills in the future.

II. METHOD

This study adopts a qualitative research method using descriptive analysis to examine grammatical errors in the narrative texts of grade XI students at Madrasah Aliyah Negeri Purworejo. The qualitative approach is suitable as it aims to describe and understand students' writing mistakes without manipulating variables. The main objective is to identify types of grammatical errors and analyze their causes and effects on writing quality. Narrative texts written by students serve as the primary data for analysis. These texts are examined based on common grammatical categories, including the use of tenses, sentence structure, prepositions, and articles. This allows the researcher to systematically observe and classify writing issues.

The data collection begins with gathering narrative texts produced by the students during English lessons. These texts are then reviewed to detect grammatical errors using grammar theories related to sentence formation, tense usage, articles, and prepositions. Each identified error is categorized and analyzed to reveal recurring patterns or frequent mistakes. The analysis process involves both qualitative interpretation and reference to established linguistic rules. By identifying these patterns, the study seeks to better understand the writing challenges students face. This structured examination contributes to more accurate findings on the types and frequency of grammatical errors.

To gain deeper insight, the study also explores the contributing factors behind these errors, such as the influence of students' mother tongue, classroom teaching methods, and students' limited understanding of English grammar. Previous research by Setiyorini et al. (2020) and Dewi and Huda (2020) supports the idea that these factors significantly contribute to grammatical mistakes. Therefore, this study includes a literature review on English teaching methodologies and language error theories. It also applies grammatical error analysis to classify mistakes and trace their origins. Relevant theories, such as language transfer theory, are used to explain how native language interference affects English learning. Through this comprehensive approach, the research aims to reveal not only the types of errors made but also the underlying reasons affecting students' English writing quality.

III. RESULT AND DISCUSSION

A. Result

This study aims to analyze grammatical errors contained in narrative texts written by class XI students of Madrasah Aliyah Negeri Purworejo in the 2024/2025 academic year. The analysis focused on errors related to the use of tenses, sentence structure, use of prepositions, and articles in narrative texts. The results of the study indicate that there are several types of errors that often occur in students' writing, most of which are related to the understanding and application of correct grammar rules.

1. Errors in Tenses

Tenses are one of the aspects that cause the most errors in writing narrative texts by students. This study found that students often have difficulty in choosing the right tense to describe the time of an event in their story. Most students tend to use tenses incorrectly, for example using the present tense in sentences that should use the past tense. This can disrupt the flow of the story because events that should be in the past are presented as if they are happening in the present. For example, many students write sentences like "He went to the market yesterday" which should use the past tense as "He went to the market yesterday." According to Dewi and Huda (2020), this error occurs because students are unaware of the differences in verb forms used in various tenses, as well as the habit of thinking in Indonesian language patterns that do not require changes in verb forms based on time.

The main cause of this tense misuse can be seen from the influence of Indonesian as the students' mother tongue. In Indonesian, verbs do not change form even though the time of the event changes, so students often have difficulty adapting to the tense system in English (Setiyorini et al., 2020). Therefore, it is important for English teaching to emphasize more on this fundamental difference so that students better understand the application of tenses in narrative contexts.

2. Errors in Sentence Structure

Another error found in this study was an error in sentence structure. Many students had difficulty constructing sentences that were in accordance with English grammar

rules. Most of the errors were related to incorrect word order, such as errors in the placement of subjects, predicates, and objects in compound sentences. In Indonesian, sentence structure can be more flexible, while in English, word order must follow a stricter pattern. An example of a common error is a sentence like "The book she read yesterday," which should be "She read the book yesterday." This kind of error indicates that students do not fully understand the basic rules in forming correct sentences in English (Mandasari, 2019).

In addition, some students also make mistakes in using complex and compound sentences. They tend to combine two independent sentences without using the right conjunction, such as in the sentence "I like to read books I also like to write." This sentence should be corrected by using the right conjunction, for example "I like to read books, and I also like to write." This shows that students have not fully mastered the use of conjunctions or proper connectors in constructing more complex sentences.

3. Mistakes in Prepositions

Another error often found in this study is the error in the use of prepositions. Prepositions in English often do not have direct equivalents in Indonesian, which makes it difficult for students to choose the right preposition. For example, many students write sentences like "She is good in math," which should be "She is good at math." This incorrect use of prepositions can affect the meaning of the sentence, and in some cases, can cause the sentence to sound strange or unnatural to native English speakers (Hasnia et al., 2022).

In addition, there are also errors in the use of prepositions of place and time, such as in the sentence "He went to the park on morning," which should be "He went to the park in the morning." This error occurs because students tend to translate prepositional structures from Indonesian to English without paying attention to the rules that apply in English. This shows that more intensive teaching of prepositions is needed in learning English, especially for middle-level students such as grade XI Madrasah Aliyah.

4. Errors in Articles

Another error found was in the use of articles. In Indonesian, there are no article categories like in English (a, an, the), which causes many students to have difficulty in deciding when and how to use the right article. Students often ignore the use of articles or make mistakes in choosing between definite and indefinite articles. For example, a sentence like "She is a best student" should be "She is the best student." This error shows that students do not yet understand the use of articles in the correct context, especially when describing objects or people that are clear or specific.

Articles in English serve to indicate the clarity or ambiguity of an object or person being discussed, so a proper understanding of their use is very important in writing narrative texts. Pasaribu and Hutahaean (2020) revealed that errors in the use of articles often occur in students who do not understand the difference between objects or people that are already known or unknown in a particular context.

5. Causes of Grammatical Errors

The main cause of grammatical errors found in this study is closely related to the influence of students' mother tongue, namely Indonesian. As stated by Rezai et al. (2022), linguistic transfer or language transfer from the mother tongue often affects the way students understand and use the target language, in this case English. In addition, teaching factors that are inadequate or not intensive enough in focusing on grammar also contribute to these errors. Students' limited understanding of English grammar rules and the lack of structured and directed writing exercises also play a major role in the high number of grammatical errors.

This study shows that even though students have received regular English learning, grammatical errors remain a major obstacle in improving their writing skills. This shows the importance of the role of teachers in providing constructive feedback and ensuring that students understand each grammatical concept well. The use of tools such as Grammarly (Fitria, 2021) can also help students correct their mistakes, but more in-depth direct teaching

of basic grammatical concepts is still needed to achieve better understanding.

B. Discussion

The discussion in this study aims to explore more deeply the grammatical errors found in narrative texts written by class XI students of Madrasah Aliyah Negeri Purworejo in the 2024/2025 academic year. This study identifies several types of errors that are most often found, and analyzes the factors that influence the occurrence of these errors. The errors found are related to students' understanding of the use of tenses, sentence structures, prepositions, and articles in writing English narrative texts. This discussion will further discuss each type of error and its impact on students' writing skills.

1. Errors in Tenses

One of the most common errors found in students' narrative texts is the error in the use of tenses. This error occurs when students are unable to use tenses correctly to describe the time of events in their stories. In English, the use of tenses is very important because it determines when an event takes place, and the accuracy of using tenses will affect the meaning of the sentences written. However, in this study, it was found that many students used the present tense when they should have used the past tense to tell events in the past. For example, sentences like "She went to the market yesterday" which should be written as "She went to the market yesterday" are one of the common errors found. This can be caused by the habit of thinking in Indonesian which does not require changes in verbs according to the time of the event. In Indonesian, verbs remain in the same form even though the time of the event changes, while in English, changes in tenses are very dependent on the time indicated in the sentence (Dewi & Huda, 2020).

These tense usage errors may also be caused by teaching that does not emphasize the importance of understanding tenses in depth. As stated by Setiyorini et al. (2020), a weak understanding of the differences between various tenses in English often leads to similar errors. Therefore, it is important for teachers to focus more on teaching the basic differences in tense usage through more structured and repeated exercises. Providing more exercises with clear feedback can help students better understand the application of tenses in various narrative situations.

2. Errors in Sentence Structure

In addition to tenses, another error that is often found is an error in sentence structure. The sentence structure in English is different from Indonesian, which tends to be more flexible in terms of word order. In English, word order must follow a certain pattern, especially in sentences containing subjects, predicates, and objects. However, many students do not follow the correct word order, resulting in unclear or unnatural sentences. For example, sentences such as "She like to go to the market" which should be "She likes to go to the market" are often found in students' narrative texts. This error indicates that students do not fully understand the basic rules in English sentence structure, especially in the use of verbs that require changes in form according to the subject of the sentence (Mandasari, 2019).

In addition to errors in simple sentences, students also often have difficulty in constructing complex or compound sentences. Many students combine two independent clauses without using the correct conjunction. For example, a sentence like "He went to the market he bought some fruits" should be corrected to "He went to the market, and he bought some fruits." This indicates that students do not fully understand how to use the correct conjunctions or connecting words in more complex sentences. As stated by Hasnia et al. (2022), the use of correct sentence structure is very important in maintaining the clarity and smoothness of the narrative flow in the text.

3. Errors in Prepositions

Incorrect use of prepositions is also one of the significant errors in students' narrative texts. Prepositions in English have very specific rules, and often there are no direct equivalents in Indonesian, so students often have difficulty choosing the right preposition. An example of a common error is the use of prepositions that do not match the context of time or place. For example, the sentence "He went to the park on morning" which should be "He went to

the park in the morning." This error indicates that students often translate prepositional structures from Indonesian to English without paying attention to the rules in English. As explained by Pasaribu and Hutahaean (2020), incorrect use of prepositions can cause the meaning of the sentence to be unclear or even confusing for the reader.

The main cause of this error may be related to students' lack of understanding of the differences between prepositions in English and Indonesian. In Indonesian, prepositions do not have as many variations as in English, and the rules for their use are not always as strict as in English. Therefore, more focused teaching on the use of prepositions in the right context is needed to reduce this kind of error.

4. Errors in Articles

Incorrect use of articles was also found in students' narrative texts. Articles in English be it "a," "an," or "the" are an important part of determining the type of noun being discussed, whether it is general or specific. However, many students have difficulty deciding when to use a particular article or not at all. For example, sentences like "She is a best student" which should be "She is the best student" are one of the common errors found in this study. This happens because in Indonesian, there is no article category like in English, so students often ignore the use of articles or use articles that are not in accordance with the context of the sentence (Rezai et al., 2022).

This article usage error can also occur due to students' lack of understanding of the difference between the use of definite and indefinite articles. In English, the correct use of articles greatly affects the meaning of a sentence, especially when talking about things that are already known or specific in a particular context. Therefore, a deeper understanding of articles is essential in improving students' writing skills.

5. Factors Causing Grammatical Errors

The main cause of grammatical errors found in this study was the influence of students' mother tongue, namely Indonesian. As stated by Setiyorini et al.

(2020), language transfer from the mother tongue is often a dominant factor in the occurrence of English errors in students. Students tend to transfer grammatical rules from Indonesian into English, which are often not in accordance with English rules. For example, errors in the use of tenses, sentence structures, or prepositions are often caused by the habit of thinking in Indonesian language patterns.

In addition, teaching factors also influence these errors. English teachers who do not place enough emphasis on in-depth grammar teaching may make it difficult for students to understand and apply correct grammar rules in writing. As stated by Fitria (2021), technology such as Grammarly can help students correct their mistakes, but it cannot replace the in-depth understanding gained through more structured and repetitive learning.

Based on the results of the discussion above, it can be concluded that grammatical errors in narrative texts of grade XI students of Madrasah Aliyah Negeri Purworejo are mostly caused by a lack of in-depth understanding of English grammar rules, the influence of the mother tongue, and the lack of structured practice in writing. Therefore, to overcome these errors, more intensive teaching of tenses, sentence structures, prepositions, and articles is needed, as well as the use of constructive feedback to help students understand and correct their mistakes. More focused and structured learning will help students improve their writing skills significantly.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

Based on the results of the study on grammatical errors in narrative texts of class XI students of Madrasah Aliyah Negeri Purworejo in the 2024/2025 academic year, it can be concluded that the errors that often appear include incorrect use of tenses, errors in sentence structure, incorrect use of prepositions, and errors in the use of articles. These errors are caused by several factors, one of which is the influence of the mother tongue, namely Indonesian, which leads to the transfer of errors in the application of English grammar. In addition, the lack of in-depth understanding of the basic rules of English

grammar is also the main factor causing these errors.

Another cause that is no less important is the lack of in-depth understanding of the differences in the use of tenses in English, which causes students to tend to use the wrong tenses in writing narrative texts. This reflects that even though students have learned tenses, their application in the right context is still a challenge. In terms of sentence structure, many students have difficulty in constructing correct sentences, especially compound or complex sentences, which are more often misused or not in accordance with English rules.

Misuse of prepositions and articles also accounts for a significant portion of students' grammatical errors. In Indonesian, prepositions and articles do not have such strict distinctions as in English, so many students transfer Indonesian language rules into English, resulting in grammatical errors. This suggests that students need to be given a deeper understanding of the fundamental differences between the two languages, especially in terms of the correct use of prepositions and articles in narrative contexts.

Overall, although students have learned English grammar in a theoretical context, its application in their writing, especially in narrative texts, is still far from perfect. Therefore, there is an urgent need for more intensive and continuous teaching of grammar, accompanied by exercises that focus more on the application of theory in practical situations. More structured learning, which emphasizes the use of language in real contexts, is essential for students to master grammar well.

Finally, the results of this study indicate that to improve the quality of students' writing in English, especially in narrative texts, a more holistic approach is needed, which not only teaches theory, but also provides constructive feedback and continuous practice that can correct existing grammatical errors.

B. Suggestion

Based on the results of the research that has been conducted, there are several suggestions that can be implemented to reduce grammatical errors in narrative texts of grade XI students of Madrasah Aliyah Negeri Purworejo. First, it is suggested that grammar teaching focus more on the application of in-depth grammatical rules, especially related to the use of correct tenses. Teachers need to provide more writing exercises using various tenses in different contexts so that students can internalize the use of correct tenses according to the time of events in narrative texts.

Second, in terms of sentence structure, it is recommended to provide more intensive exercises on the formation of complex and compound sentences. Students need to be given an understanding of how to construct good and correct sentences in English, including the use of appropriate conjunctions to connect clauses in sentences. These exercises can help students avoid errors in sentence structure that are often found in their narrative texts.

Third, regarding the use of prepositions and articles, it is very important for students to be given more practice in using prepositions in various contexts. Teaching about the differences in the use of prepositions in English and Indonesian should be done in more depth, by providing clear and easy-to-understand example sentences. This will help students in choosing the right preposition according to the context of the sentence being written.

Fourth, teachers should provide more constructive feedback on students' writing, especially in terms of grammar. The feedback given should be clear, detailed, and directed at improvement, not just correction. In this way, students will better understand the mistakes they make and know how to fix them. Effective feedback will help students develop their writing skills to the fullest.

Fifth, it is recommended to use technology as a tool in the teaching and learning process. Applications or software such as Grammarly or other grammar checkers can be used to help students detect their grammatical errors directly. However, the use of technology must be balanced with proper grammar teaching so that students do not only rely on tools, but also understand the basics of grammar thoroughly.

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