

UNDERGRADUATE THESIS

GRAMMATICAL ANALYSIS ON THE INDONESIAN LEGEND STORY FOUND IN THE TEXTBOOKS OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) IN METRO



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VICKY RICA ANDIKA

STUDENT NUMBER. 0846517

Tarbiyah Department
English Educational Study Program

STATE ISLAMIC COLLEGE (STAIN)
JURAI SIWO METRO
1434 H/ 2013 M

**GRAMMATICAL ANALYSIS ON THE INDONESIAN LEGEND
STORY FOUND IN THE TEXTBOOKS OF STATE ISLAMIC
SENIOR HIGH SCHOOL (MAN) IN METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Study Program

By :
VICKY RICA ANDIKA
STUDENT NUMBER. 0846517

Tarbiyah Department
English Language Teaching Program

Sponsor : Dedi Irwansyah, M. Hum
Co-Sponsor : Mukhtar Hadi, S.Ag, M.Si

STATE ISLAMIC COLLEGE (STAIN)
JURAI SIWO METRO
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ABSTRACT

By:

VICKY RICA ANDIKA

This writing deals with analyzing grammatical error on the Indonesian legend story found in the textbooks of state Islamic senior high school in Metro. This analysis was conducted because some English textbooks included narrative text in the form of Indonesian legend story as the material of learning that had been translated into English. However, it still found the grammatical errors within the stories. Through this research, the writer would like to figure out what error that commonly appeared in writing the story as the primary goals of this research.

The object that the writer had outlined in this research was the legend story in the textbooks of State Islamic Senior High School (MAN) 1 Metro and also MAN 2 Metro. The writer took 22 stories from 14 textbooks as his purposive sample. A qualitative descriptive was used to approach the data. Moreover, the data were collected by observation and documentation. Furthermore, Miles and Huberman model namely data reduction, data display, and conclusion drawing was used to analyze the data collected.

The result of this study shows that there are some errors within the stories. The writer has classified them into certain categories namely, *concord*, *tenses*, *spelling*, and *parallelism*. Also errors based on the term of plot of story, they are *exposition*, *rising action*, *climax*, and *falling action*. After that, the writer displays all the result of his findings. The result of analysis shows the frequency of grammatical error in *concord* is 45%, *tenses* is 32%, *spelling* is 19%, and *parallelism* is 4%. Meanwhile, the error in the exposition is 21%, *rising action* is 34%, *climax* is 26%, *falling action* is 6%, and *resolution* is 13%. Therefore, the teachers and the students have better to know more about a good quality of textbooks. Also, the publishers should organize an ongoing correction and in-depth revision before publishing all of the textbooks to minimize the grammatical errors.

GRAMMATICAL ANALYSIS ON THE INDONESIAN LEGEND STORY FOUND IN THE TEXTBOOKS OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) IN METRO

ABSTRAK

Oleh:

VICKY RICA ANDIKA

Tulisan ini berkaitan dengan analisis kesalahan gramatika pada teks cerita rakyat yang ditemukan didalam buku-buku pelajaran di Madrasah Aliyah Negeri (MAN) yang ada di kota Metro. Analisis ini penting dilakukan karena beberapa buku pelajaran bahasa Inggris menyertakan teks naratif berbentuk cerita rakyat yang telah diterjemahkan kedalam bahasa Inggris sebagai materi pembelajaran. Faktanya, pada teks-teks cerita tersebut, masih ditemukan kesalahan-kesalahan gramatika yang mendasar didalam penulisannya. Melalui penelitian ini, penulis ingin mengetahui kesalahan apa saja yang sering muncul pada penulisan cerita tersebut sebagai tujuan pokok dari penelitian.

Objek yang diangkat oleh penulis dalam penelitian ini adalah cerita-cerita rakyat yang terdapat didalam buku-buku pelajaran baik dari Madrasah Aliyah Negeri (man) 1 Metro, maupun dari Madrasah Aliyah Negeri (MAN) 2 Metro. Penulis mengambil 22 teks cerita dari 14 buku pelajaran dari kedua sekolah sebagai sampel. Pendeskripsian data-data dilakukan penulis secara kualitatif deskriptif. Kemudian data-data yang digunakan dikumpulkan dengan metode observasi dan dokumentasi. Selanjutnya, penulis menggunakan model *Miles and Huberman* yaitu data reduction, data display, dan conclusion drawing untuk menganalisis data yang terkumpul.

Hasil dari penelitian ini menunjukkan bahwa ada beberapa kesalahan yang telah ditemukan dalam penulisan teks-teks cerita tersebut. Selanjutnya, kesalahan-kesalahan tersebut dikerucutkan dengan cara mengklasifikasikannya kedalam 4 kategori, yakni *concord*, *tenses*, *spelling*, dan *parallelism*. Selain itu juga, berdasarkan alur cerita yaitu pada *exposition paragraph*, *rising action*, *climax*, *falling action*, and *resolution*. Setelah itu, penulis menampilkan hasil temuannya. Hasil analisa data menunjukan jumlah kesalahan-kesalahan tata bahasa pada *concord* sebanyak 45%, *tenses* sebanyak 32%, *spelling* sebanyak 19%, dan *parallelism* sebanyak 4%. Sementara dari segi alur, hasil penelitian menunjukan kesalahan-kesalahan pada *exposition paragraph* sebanyak 21%, *rising action* sebanyak 34%, *climax* sebanyak 26%, *falling action* sebanyak 6%, and *resolution* sebanyak 13%. Berdasarkan temuan-temuan tersebut, para guru dan juga murid harus mengetahui tentang buku-buku pelajaran yang memiliki kualitas yang baik. Selain itu, harus ada koreksi dari penerbit-penerbit sebelum menerbitkan semua buku-buku pelajaran untuk meminimalis kesalahan-kesalahan gramatika pada penulisan teks-teks bacaan.



**KEMENTRIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Kota Metro Lampung 34111
Telp. (0725) 4726 E-mail: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

APPROVAL

Title : GRAMMATICAL ANALYSIS ON THE
INDONESIAN LEGEND STORY FOUND IN
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SENIOR HIGH SCHOOL IN METRO

Name : VICKY RICA ANDIKA

Student Number : 0846517

Study Program : English Language Teaching Program (PBI)

Department : Tarbiyah

APPROVED BY:

To be examined (Munaqosyah) in Tarbiyah Department of State Islamic
College (STAIN) of Jurai Siwo Metro.

Sponsor

Mukhtar Hadi, S.Ag, M.Si
NIP. 19730710 199803 1 003

Co-sponsor

Dedi Irwansyah M. Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 Alring Mulyo Kota Metro Lampung 34111

Telp.(0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

NOTA DINAS

Number :
Appendix : 1 (One) bundle
Latter : **In Order to Hold
the Undergraduate Thesis
Seminar of Vicky Rica Andika**

To : The Honorable,
The Head of Tarbiyah
Department State Islamic Collage
(STAIN) of Jurai Siwo Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name	: VICKY RICA ANDIKA
Student Number	: 0846517
Title	: GRAMMATICAL ANALYSIS ON THE INDONESIAN LEGEND STORY FOUND IN THE TEXTBOOKS OF SENIOR HIGH SCHOOL (MAN) IN METRO

It has been agreed so it can be continued to the tarbiyah department in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, Januari 31st 2012

Sponsor

Co-Sponsor

Mukhtar Hadi, S.Ag, M.Si
NIP. 19730710 199803 1 003

Dedi Irwansyah M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Kota Metro Lampung 34111
Telp. (0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

RATIFICATION PAGE

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The Undergraduate Thesis entitled : GRAMMATICAL ANALYSIS ON THE INDONESIAN LEGEND STORY FOUND IN THE TEXTBOOKS OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) IN METRO written by VICKY RICA ANDIKA, Student's Number 0846517, English Language Teaching Program, has been examined (Munaqosyah) in tarbiyah Department on Friday, March 8, 2013.

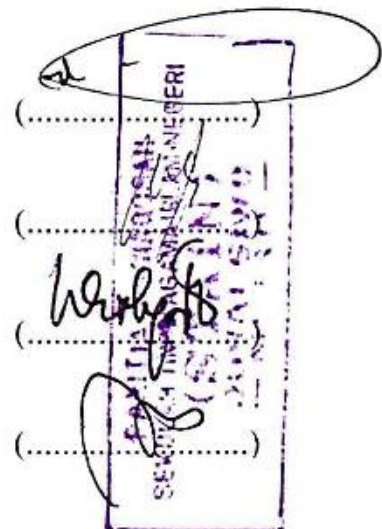
BOARD OF EXAMINERS:

Chairperson : Mukhtar Hadi, S.Ag, M.Si

Secretary : Nurul Afifah, M.Pd.I

Examiner I : Widhiya Ninsiana, M.Hum

Examiner II : Dedi Irwansyah, M.Hum



Principal,

Prof. Dr. Edi Kusnadi, M.Pd

NIP. 19630711 199003 1 003

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : VICKY RICA ANDIKA
NPM : 0846517
Study Program : English Education Study Program (PBI)
Department : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, Januari 31st, 2012

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DJP

The writer



VICKY RICA ANDIKA

St.N. 0846517

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

1. Read with the Name of Allah, Who has created (everything).
2. He created man from a hanging mass (clinging) like a leech (in the mother's womb).
3. Read and your Lord is Most Generous.
4. Who taught man (reading and writing) by the pen,
5. Who (besides that) taught man (all that) which he did not know.

"The universe is made of stories, not atoms."

(Muriel Rukeyser)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- My beloved parents, ayah and ibu who have vigorously done everything for their children, the biggest thanks go to both of you. I highly love you very much.
- My beloved sister and brothers, Betty Lebria Nova, Denny Ofi Anggara, Pahlevi Rohman. Thanks for giving spirit and smile.
- My beloved family. Thanks for your attention, love, help and motivation.
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- My almamater STAIN Jurai Siwo Metro.

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The undergraduated thesis entitles "Grammatical Analysis on The Indonesian Legend Story Found in the Textbooks of Senior High School in Metro." The research was conducted by choosing and collecting some English written story especially Indonesian legend story in the textbooks of State Islamic Senior High School (MAN) in Metro. In their research the writer focuses to analyze grammatical mistakes which commonly appear.

The writer cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing his research proposal that the writer could not mention one by one. His big thanks to both of advisor, Dedi Irwansyah, M.Hum and Mukhtar Hadi, S.Ag, M.Si. May Allah SWT gives them His better reward for their spending time to support and guide during the research proposal writing process. His deepest gratitude goes to his parents and all families who always tried to empower his spirit.

Furthermore, the writer also would like to express his thanks to the honorable lecturer of English Education Study Program, who helps him, the students of English Education Study Program who become a good partner in studying English. The writer will let himself to appreciate his beloved EUREKA brothers, all members of Jurai Siwo English Club (JS-EC) who always accompany

him in learning English, all classmate in class C of semester nine of English Department who make his spirit and smile, and also all his friends wherever they are who support and pray for her.

Nobody is perfect. The writer do apologizes for all mistakes he has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, Januari 31st 2012

The writer,

VICKY RICA ANDIKA
ST.N 0846517

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a foreign language within Indonesian context. It is extensively implemented in education field in Indonesia. Furthermore, English is one of the highly important lessons because it is incorporated into Final National Examination (UAN). Consequently, it is very necessarily taught to the students in almost all educational levels such as elementary, secondary, and high school.

Due to the importance of English in Indonesia, the position of English structure in English Language Teaching is intensively essential. Therefore, the students in Indonesia have been familiar with the English structure. Unfortunately, English structure and grammar instruction is not delivered interestingly. For instance, most of the teachers tend to emphasize English structure and grammar teaching in the form of complicated formula.

Grammar is a highlighted part of every language. It is greatly considered important in that the students pay it more attention. All languages in the world, including English, have grammatical aspect which must be learned because a language without grammar will not be understandable.

Grammar places a more crucial rule in written English than spoken English. This does not imply that grammar is not important in spoken language, but it is not as important as it is in written language. A good writing must be arranged with

appropriate grammar. Furthermore, written language greatly needs grammar, because every single word will be attentively examined by the readers. Thus, when a grammatical mistake occurs in the passage, the readers will see the mistake clearly. The writers of the passage, on the other hand, should be very careful to use grammar in the written text.

One of the media to teach structure and grammar interestingly is short story or the like, because it is usually provided to entertain the readers. In English teaching activity, the use of the story can attract and build their reading habit. As a result, they will easily understand the content of the lesson being taught.

Story or sometimes called narrative is widely used in human's life in many aspects. In the reality, most of their activities involve story to describe what is happening and how something happened. Moreover, most people arrange their life by virtue of the narrative they believe. In other words, narrative can be their reference to build up their identity.

Story is represented throughout the diverse process of education, both for the teacher, and for those who learn¹. In other words, story is widely used in the teaching and learning process. It is not only useful for the teachers who want to apply it in their teaching activities, but also very interesting to be learned by the students. When the students feel comfortable through the material, they will understand it easily.

¹Jennifer Moon, *Using Story*, USA: Routledge, 2010, p.3

Story is also one of the teaching media which is commonly used in the teaching and learning process in the school. By telling a story, the teacher can transfer the knowledge much more interestingly. And at the same time can seize the learners' motivation. That is one of the reasons why the story is always included in a book of student in the junior high school and the senior high school level. It is widely known that book plays an important role in learning process. In addition, it supports education activity.

Nowadays, there are many kinds of textbook which offer the kinds of narrative. It can be seen on the book of senior high school. Pattern of the narrative is usually a legend of particular place in Indonesia. Because this story tells about Indonesian legend, it should be firstly translated into English. Grammatical features must be well, accordingly, to make the readers understand the main idea of the story.

Due to the fact that story frequently takes a part and support English teaching process; the quality of the story text should be absolutely good especially on the grammatical context. In contrast, the story cannot work well if the grammatical mistakes are still found within the text. Furthermore, those grammatical mistakes can put the students into incorrect understanding and the primary aim of the learning will not be reached. Because of the importance of the story in the textbook for the students, the writer intends to analyze common grammatical mistakes found in written story in textbook for senior high school student specifically at state Islamic senior high school in Metro.

Bellow are two examples of the Indonesian legend story written in English found in the textbook of senior high school:

JAKA TARUB AND THE SEVEN FAIRIES

Once upon a time, there lived a handsome and poor young man named Jaka Tarub. He lived alone in his small hut near the forest. Days by days he cultivated his rice field and looked for fire woods in the forest. One day when he passed the lake from looking for fire wood in the forest he saw seven beautiful ladies bathing in the lake. He was so curious, he peeped them through the bushes. Accidentally, there was a pink scarf belonging to one of the fairies floated near the bushes. He instantly took and hid it. Not long after that, the fairies had finished bathing they wanted to go back to the paradise. They found and wore their own scarves. One fairy, however, could not find her scarf. She was Nawang wulan, the youngest fairy...²

In other story:

THE LEGEND OF JAMBI

Once upon a time, there lived in Sumatra Island a very beautiful girl, Putri Pinang Masak. The girl was also a very kind-hearted person. This made everyone liked her so much. Many youths and princes from other countries desired her to be his wife. Nevertheless, she refused their proposals because she had not wanted to get married yet. One day, there was a very wealthy king, the king of the east kingdom, coming to her village. He proposed to marry her. Putri Pinang Masak was afraid to refuse the king's proposal although she actually did not love the king, the ugly-faced man, at all. She knew that the king would be very angry and there would be a battle if she refused his desire...³

In the first quotation, instead of writing *days by days*, the writer should have written *day by day*. The same is through with the second

² Mulyono and Widayanti, *English Alive1*, Yudhistira, 2010, p. 22

³ *Ibid.*, p. 28-29

quotation "The Legend of Jambi" the writer should have written *this made everyone like her so much*. In spite of should have *this made everyone liked her so much*. Due to causative reason, in this context this research disserves the writer or our attention.

B. Problem Identification

The problems that the writer has outlined deals largely with the background of study above are:

1. Many English textbooks for senior high school also included story as material for the student especially Indonesian legend story as part of narrative text.
2. It is frequently found grammatical errors in writing narrative especially in Indonesian legend story.

C. The Scope of the Research

The main aim of the present work that the writer focuses in this research is analyzing the grammatical analysis on the Indonesian legend story found in text book for senior high school specifically at state Islamic senior high school in Metro.

D. Problem Formulations

In this research the writer focuses on:

1. What are the grammatical errors commonly found in the Indonesian legend story found in text book for senior high school specifically at state Islamic senior high school in Metro?
2. What are the errors in the term of plot of the story?

E. Objective and Benefits of the Study

1. Objectives of the Study

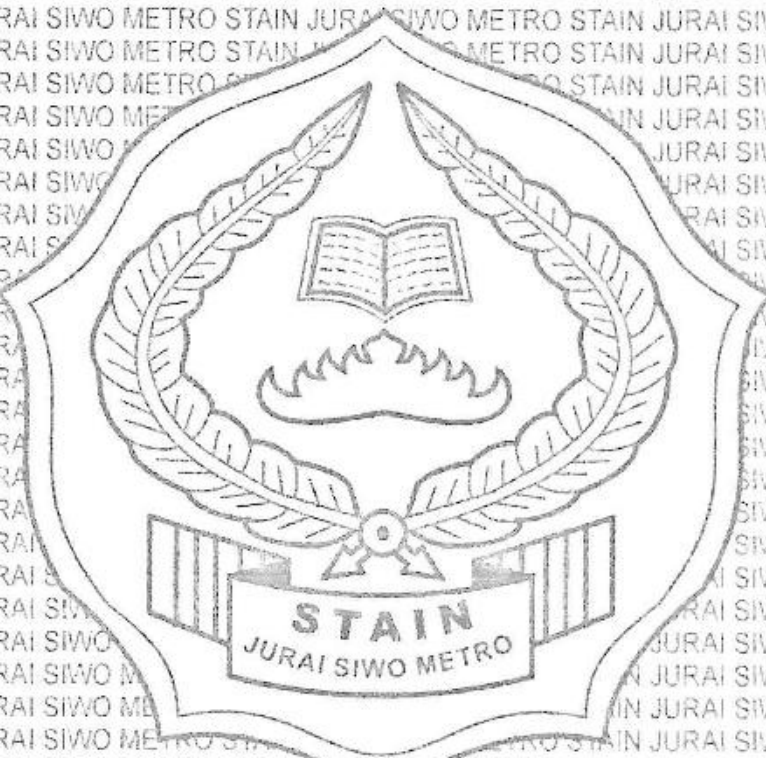
The primary goal of this research is:

- a. To know what errors that commonly appear in the Indonesian legend story found in textbooks for senior high school specifically at state Islamic senior high school in Metro.

2. Benefits of the Study

Overall, this research is expected to have the benefits as follows:

- a. Theoretically, it contributes an additional knowledge for the students, author, and also the writer about the importance of grammatical aspect on the writing text.
- b. Practically, the students and the lecturers, and certainly the writer can create a good text especially narrative text.



CHAPTER II

THEORITICAL REVIEW

A. General Description

Story is a tale that is made up for entertainment or a retelling of something that occurred or a piece of gossip that is being spread.⁴ In other words, story is a sequence of event made to entertain the listeners, spectators, or readers. Regarding its role in learning teaching activities, story can be a kind of ice breaking which is hoped to keep the students away from a boring atmosphere in the class.

Story takes a part in human lives and culture especially in the processes of teaching learning⁵. Certain values, wisdom, and lesson are inserted within the stories told from generation to generation. Presumably, story can be one of the most important instruments to perpetuate moral values within certain society. Therefore, story plays a crucial role in transmitting knowledge and values. Information and knowledge will be easily understood by the readers and the listeners when it is presented in the form of story. A phenomenal or outstanding story is also known as narrative, case study, critical incident, life history, anecdote, scenario, illustration or example, creative writing and storytelling⁶.

⁴ <http://www.yourdictionary.com/story>

⁵ Jennifer Moon, *Using Story pdf*, USA: Routledge, 2010. p.i

⁶ *Ibid.*

A story can be presented through various forms like sound, drama and dance, written word, graphic representation, music. When the sound is used as a media to carry a story, the story teller uses the vocal while the listeners read his lip. When the drama and dance are applied to bring a story, the actor may or may not embrace sound to perform the story. When the story is served as written text, it will be read with eyes or fingers (Braille). If the story is presented in graphic representation such as comic strip, cartoon sequence, storyboard, photographic journalism, the reader will pleasantly scrutinize. When the music is used as a media to carry a story such as the music of Peter and the Wolf, the listeners will hear contentedly⁷. Accordingly, story is not only served by one method but there are another ways to convey them creatively to make it more attractive. They can be used as a good media to transfer knowledge for the listener and the reader. Consequently, the teachers need to know and implement them in their teaching activity⁸.

In teaching and learning process, story can be a helpful and attractive method for both teachers and students. To put it more simply, concepts and information of narrative can improve the readers and the listeners' comprehension when they are served in a story⁹. Similarly, the readers particularly poor readers will comprehend the information easily when it is presented into story form¹⁰. In other words, story is

⁷ *Ibid.*, p. 13

⁸ Edie Garvie, *Story as Vehicle: Teaching English to Young Children*, Multilingual Matters, 1990, p. 19

⁹ Kendall Haven, *Story Proof: The Science Behind The Startling Power of Story*, London: Libraries Unlimited, 2007, p. 90

¹⁰ *Ibid.*, p. 91

useful media in the teaching and learning process to make an easy understanding about the concepts and information within paragraph.

B. Concept Text and Context

1. Text

Some people argue that discourse is the activity of language, meanwhile a text is known as written script of interaction¹¹. Moreover, Crystal (1992: 72) maintains that text is part of verbal and non-verbal language which is aimed at analysis goal. And also it can be language components which are used to communicate among people obviously, such as a conversation and a poster¹². It would be better to say that text is a way to convey feeling through written script or conversation.

A good text includes a meaningful amount that extends a complete message which is commonsensical. In other words, a text should have more than one reasonable sentence or utterance¹³. Accordingly, a text consists of complex sentences which are arranged logically.

¹¹ David Nunan, *Introducing Discourse Analysis*, England, Penguin Group, 1993, p. 6

¹² *Ibid.*

¹³ *Ibid.*, p. 7

2. Context

Another essential concept in discourse analysis is context. Context means the condition causing the discourse form, and within which the discourse is intended¹⁴.

As Nunan states that context is divided into two types. The first is the language that surround or accompanies the piece of discourse under analysis that so called Linguistic context. The second is the non-linguistic context or experiential context within which the discourse takes place.

Non-linguistic context includes the type of communication event (for example, joke, story, lecture, greeting, conversation) the type ; the purpose of event; the setting, including location, time of day, season of year and physical aspects of the situation (for example, size of room, arrangement of furniture).¹⁵

C. Concept of Cohesion and Coherence

1. Cohesion

According to Hinkel, Cohesion deals with how the ideas of sentence and paragraph is connected into a unified whole, so that the flow information in textbook on writing and composition is easily to be read¹⁶. Similarly, Siahaan states that cohesion means the use of one topic and one idea by applying some

¹⁴ *Ibid.*

¹⁵ *Ibid.*

¹⁶ Eli Hinkel. *Teaching academic ESL Writing*. Pdf. p. 279

cohesion ties to refine the unity of the text by linking the point of the text¹⁷. Furthermore, Halliday and Hasan (1976: 4) state that cohesion is the method to show the coherence of the text by relating the meaning within a text¹⁸. In addition, Halliday and Hasan argue that cohesive text includes grammatical and lexical elements in the text¹⁹.

Based on some statements above, cohesion can be defined as an element of text which contains grammatical and lexical aspect to bond the meaning or point of the text by using one topic and one idea as a topic of discussion.

Grammatical cohesion embraces some devices such as reference, substitution, ellipsis and conjunction, while lexical cohesion is divided into reiteration (repetition, synonymy etc.) and collocation (co-occurrence of lexical items)²⁰. Additionally, Halliday and Hasan (1976) identified five different types of cohesion, namely, reference, substitution, ellipsis, conjunction, and lexical cohesion²¹.

1. Reference is the act of preferring to a preceding or following element, deals with a semantic relationship.

¹⁷ Sanggam siahaan. *Issues in Linguistics*. Graha Ilmu. p. 130

¹⁸ Sanna-kaisa tanskanen. *Collaborating Towards Coherence*. p. 7

¹⁹ *Ibid.*, p. 15

²⁰ *Ibid.*

²¹ David Nunan, *op.cit.*, p. 21

For example:

Mikhail Gorbachev didn't have to change the world. He could have chosen to rule much as his predecessors did.

2. Substitution and ellipsis

Substitution and ellipsis are essentially similar. Ellipsis is described as a form of substitution in which the original item is replaced by zero. In a later publication, Halliday (1985) combines substitution and ellipsis into a single category.

- a. Substitution is the replacement of the word (group) or sentence segment by a 'dummy' word.

Example:

*A: Is it going to rain?
B: I think so.*

- b. Ellipsis occurs when some essential structural elements are omitted from a sentence or clause and can be recovered by referring to an element in the preceding text.

For example:

*A: Have you been working?
B: Yes, I have (0)*

The symbol of (0) has a meaning as material which has been omitted from the first sentence of each text.

3. Conjunction is a relation which indicates how the subsequence sentence or clause should be linked to the preceding or the following (part of sentence).

For example:

From a market viewpoint, the popular tabloid encourages the reader to read the whole page instead of choosing stories. And isn't that what any publisher wants?

(Here, "And" signals the presentation of additional information.)

4. Lexical cohesion

Hoey (1991) argues that lexical cohesion is the single most important form of cohesion, accounting for something like forty per cent of cohesive ties in texts²². In addition, Lexical cohesion occurs when two words in a text are semantically related in some ways – in other words, they are related in terms of their meaning. As Halliday and Hasan (1976) state that, the two major categories of lexical cohesion are reiteration and collocation.

- a. Reiteration can also occur through the use of a word that is systematically linked to a previous one.

For example:

²² *Ibid.*, p. 31

What we lack in a newspaper is what we should get. In other words, a 'popular' newspaper may be the winning ticket.

The second underlined word or phrase in each of texts refers back to previously mentioned entity.

- b. Collocation deals with the relationship between words on the basis of the fact that these often occur in the same surroundings. Some examples are "sheep" and "wool", "college" and "study".

For example:

My brother rides his car quickly, its speed more than 100 Km per hours.

2. Coherence

According to Hornby, coherence defines as the condition where the part of cohesion ties is followed well in the text²³. Additionally, Hinkel states that coherence is all of aspects in discourse which are displayed and assembled together reasonably²⁴. Meanwhile, Oshima and Hogue (1983) state that coherence is process of creating text to accomplish a smooth flow of idea from at the first sentence to the last sentence of text²⁵.

From the above quotations, it can be concluded that coherence is a procedure to create a text using some cohesion ties to achieve a smooth flow of idea from the first sentence to the last sentence of text logically.

²³ Oxford Advance Learner Seventh Edition

²⁴ Eli Hinkel. *Op.cit.* p. 280

²⁵ Sanggam siahaan. *Op.cit.* p. 130

It is widely accepted that coherence is inseparable part of paragraph. Bram claims that a paragraph will be easily comprehended when it considers the coherence aspect. And smoothly-connected ideas are included in every coherent paragraph²⁶. In addition, Kaplan states that a text which is organized by deductive reasoning approach where the structure of the text is evolved by the flow idea²⁷. It can be said that a coherent paragraph which is organized by smoothly and connected ideas will be very helpful in understanding the meaning of the paragraph.

Coherence in written text includes reader based on features and text based features that should be entailed. Text based feature is the connecting of sentence known as cohesion, and also unity. Reader based on features defines as interaction between the reader and the text base on his or her prior knowledge²⁸. Both of them are interrelated to form the unity of the paragraph.

In line with Bram, Oshima and Hogue maintain that, there are two main ways to achieve coherence. The first way is to use *transition signal* to show how one idea is related to the next. The second way to achieve coherence is to arrange your sentence in logical order²⁹. It would be better to say that transition and logical order are very important in producing a coherent

²⁶ Barli Barm. *Write Well Improving Writing Skills*. Yogyakarta: Penerbit Kanisius. p. 21

²⁷ Sanggam Siahaan. *Log. cit. Graha Ilmu*. p. 131

²⁸ Abdel Hamid Ahmed **Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives** Literacy Information and Computer Education Journal (LICEJ), Volume 1, Issue 4, December 2010

²⁹ Alice Oshima and Ann Hogue. *Writing Academic English*. Addison Wesley Publishing Company. P. 27

paragraph for beginner writer³⁰. In other words, they are greatly considered as an important part of sentence that will help the writer especially beginner writer in making a good paragraph.

D. Structure of story

1. Plot

Plot is the structure of story which is described the entire event in a story belonging to some particular artistic or emotional effect or general theme. Additionally, a plot is the story line or the way to write a story³¹. Meanwhile, Aristotle states that plot is a sequence of continuously event from the beginning, middle, and end. The beginning tells about the main action to make the readers or listeners interested in the story; the middle assumes what has been done before and requires something to follow; and the end follows from what has gone before but requires nothing³². Based on those quotations, it can be concluded that plot is sequence of event in a story includes the all of action in story line from the beginning to the end.

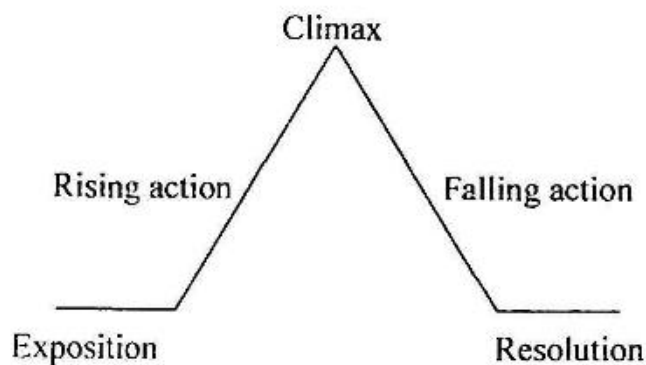
Plot is often designed with a narrative structure, and storytelling that includes exposition, conflict, rising action, and climax, followed by a falling action and resolution.

³⁰ Barli Barm. *Write Well*. *op.cit.* p. 22

³¹ http://en.wikipedia.org/wiki/Plot_%28narrative%29

³² M. H. Abrams. *A glossary of literary terms*. Harcourt brace Jovanovich college publisher. p.

Plot Structure



a. Exposition

Exposition is concerned with introducing character and setting. These elements may be largely presented at the beginning of the story, or may occur as a sort of incidental description throughout.

b. Rising action

Rising action is the central part of a story during which various problems arise, leading up to the climax.

c. Conflict

Conflict is the problem in a story which triggers the action. There are five basic type of conflict. They are:

Firstly, person vs person, it means that one character in a story has a problem with one or more of the other character. Secondly, person vs society, it can be seen when a character has a conflict or problem with society. Thirdly, himself vs herself, it describes a character struggles inside and has trouble deciding what to do. Fourthly, person vs nature, it depicts when a

character has a problem with some element of nature. Fifthly, person vs nature, it is known when a character has a problem with some element of nature. Sixthly, Person vs fate, it is can be seen when a character has to battle what seems to be an uncontrollable problem.

d. Climax

Climax is the highest point of story, where a culmination of events creates the peak of the conflict.

e. Falling action

Falling action is the part of a story following the climax. This part of the story shows the result of the climax, and its effects on the characters, setting, and proceeding events.

f. Resolution

Resolution consists of a series of events that follow the climax, and thus serves as the conclusion of the story. Conflicts are resolved, creating normality for the characters and a sense of catharsis, or release of tension and anxiety, for the reader. Simply put, resolution is the unraveling or untying of the complexities of a plot.

2. Character and characterization

a. Characterization

Characterization can be inferred as the process in narrative or dramatic work of art or every day conversation where the information about character is delivered.

b. Character

In Wikipedia, character is the portrayal of person in narrative or dramatic work art. In addition, character is the actors in a dramatic or narrative work, who are depicted from what they say in the dialogue and by what they do in the action. Moreover, Klarer claims another explanation of character. They are typified character and individualized character.

- 1) Typified character means the actors who often have one particular feature.
- 2) Individualized character refers to as round character.

Moreover, in Wikipedia explains more type of characters that can be classified by some various criteria³³:

1. Antagonist or villain

Antagonist is a person who strongly opposes something.

³³ http://en.wikipedia.org/wiki/Character_%28arts%29

2. Anti hero

Anti hero is the main character in a story, but one who does not have the qualities of a typical hero, and is either more like an ordinary person or is morally bad.

3. Foil

Foil is a person or thing that contrasts with, and therefore emphasizes, the qualities of another person or thing.

4. Hero

Hero is the main male character in a story, novel, film or movie and, the other.

5. Main character

Main character is the largest or most important character in a story, novel, film or movie and the other.

6. Minor character

Minor character is the smallest character in a story, novel, film or movie and the other.

7. Protagonist

Protagonist is the main character in a play, film / movie or book.

3. Setting

Setting is the time, place, and social environment in which a story takes place. Setting is considered one of the fundamental components of fiction. Setting includes the time, location, and everything in which a story takes place, and initiates the main backdrop and mood for a story³⁴. Similarly, Abrams argues that setting is the general locale, historical time, and social circumstances in which its action occurs³⁵. In other words, setting is the part of narrative which take the sequence of time, place, and social environment occur

E. Grammatical Error

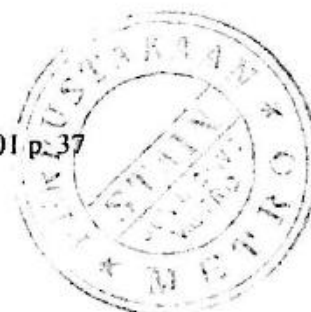
Grammar is the study of language, specifically, how words are put together to create meaning. Grammar also means a set of standards that you have to follow in order to speak and write correctly³⁶. In other words, to produce meaning, language is made of words arrangement called grammar. Furthermore, correct speaking and writing will definitely be standardized on the rules of grammar.

If the set of standards is not considered in the speaking and writing process, it will make a problem in understanding the meaning of the context. It would be better to say incorrect grammar will generate a grammatical error.

³⁴ http://en.wikipedia.org/wiki/Setting_%28fiction%29

³⁵ M. H. Abrams. *op.cit*, p. 192

³⁶ Geraldine Woods. *English for Dummies*. Wiley Publishing. New York. 2001 p. 37



1. *Concept of Error Analysis*

In the process of learning, making error cannot be avoidable. Hornby states that error is a mistake, especially one that causes problems or affects the result of something. It means that an error will effect to the result of something doing. Moreover, the error is the systematic deviations for the learners that are still developing knowledge of the language. It comes from the students because their lack of understanding about the language they are learning. On the contrary, it is the real sign that they are learning. Therefore, it should not seem as an indication of the students' failure.

a. *Identifying and Describing Errors*

According to Brown, there are two steps to identify and describe errors as follow:

- 1) The first step in the process of analysis is the identification and description of error³⁷.

Brown identifies two types of error; they are overt and covert error. Overt error means incorrect utterances are unquestionably ungrammatical at the sentence level. For example, "*I am make a kites*".

³⁷ Brown H. Douglas. *Principle and Language and Teaching*. San Fransisco State University, second edition, p. 218

Covert error means incorrect utterances which are grammatically well-formed at the sentence level but are not interpretable within the context of communication.

For instance, "*I am fine, thank you*". It is grammatically correct at the sentence level, but as a response to "*who are you?*" it is obviously an error.

- 2) The next step is to describe it adequately³⁸.

Lenon (1991) identifies a number of different categories for description of errors:

- a) The most generalized breakdown can be made by identifying errors of addition, omission, substitution, and ordering, following standard mathematic categories.

For example:

In English a *do* auxiliary might be added (*does can be sing?*), a definite article omitted (*I went to movie*), an item substituted (*I lost my road*), or a word order confused (*I to the store went*).

- b) Within each category, *levels* of language can be considered: phonology or orthography, lexicon, grammar, and discourse.

³⁸ *Ibid.*

- c) Errors may also be viewed as either *global or local* (Burt & Kiparsky: 1972) global errors hinder communication; they prevent the hearer from comprehending some aspect of the message. For example, "*Well, it's great hurry around,*" in whatever context, may be difficult or impossible to interpret.
- d) Finally, Lennon suggests that two related dimensions of error, domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence.

2. Classification of Errors

There are four most commonly descriptive taxonomies in the classification of the errors, namely:

A. Linguistics Category Taxonomy

This classifies errors based on language component or the particular constituent the errors influence. Some Language components include

phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (vocabulary) and discourse (style).³⁹

Constituents include the elements that comprise each language component. For example, with syntax it may ask whether the error is the main or subordinate clause, which constituent is affected: the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective and so forth.

In analyzing errors based on the linguistics category taxonomy, it may apply the minimum requirements. The requirements include some aspect in grammar, namely: concord or agreement, tense consistency, word order, and etc⁴⁰.

1. Concord

- a. Using masculine and feminine pronoun correctly, e.g: "My mother goes to market. **He* wants to buy some fruits.

The sentence must be: "My mother goes to market. *She* wants to buy some fruits."

- b. Using correct singular and plural forms for verbs and pronouns. For example: "A monkey **want*..."

The sentence must be: "A monkey *wants*..."

- c. Using correct forms of nouns after following words:

³⁹ Henry and Djago. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Penerbit Angkasa, 1990. p. 145

⁴⁰ Barli Bram. *Op.cit.* p. 54

- 1) **One, a, an, each, another, and every** are followed by countable singular nouns, e.g: “Every **students...*”

The sentence must be: “Every *student...*”

- 2) **Two, three, both, many, these, those, and a few** are followed by countable plural nouns. For example: “Many **book...*”

The sentence should be: “Many *books...*”

- 3) **Much** is followed by an uncountable noun.

2. Finite Verbs

Every simple sentence and the principle (main) clause in complex sentence contains a finite verb. For example: “*I hungry*”

The sentence must be: “*I am hungry*”

3. Tenses

Do not change the tense from present to past or from past to present without a good reason, e.g: “The teacher teaches his students. He **taught* mathematics.”

4. Articles

- Put an article **a** or **the** before noun when using a singular countable noun. For instance: “He put **book* on **table*.”
- Do not put **a** before noun when using an uncountable or plural countable noun. For example: “He gave me **a* useful information.”
- Do not use article **a** or **the** in front of name of a person, town or country, e.g: “**A* Dodi goes to **the* Jakarta.”

5. Punctuation

Use a capital letter at the beginning of every sentence, a full stop at the end of every statement and a question mark at the end of every question. For example: **does mother go to market*

The sentence should be: *Does mother go to market?*

6. Spelling

Use the words **there** and **their**, and **then** and **than** correctly. For instance: "Maria is more beautiful **then* Fatma."

The sentence should be: "Maria is more beautiful *than* Fatma."

B. Surface Strategy Taxonomy

This highlights the ways surface structures are altered. The students may omit necessary items or add unnecessary one, they may misform the items or disorder them.

Sketchily, the errors which are included in the surface strategy taxonomy can be known as follow⁴¹:

1. Omission

Omission error can be known if there is something which is not followed in the correct sentence. For example, "*steve a director of the company.*"

⁴¹ *Ibid*, P. 148

The sentence above omits the verb “is”, the sentence should be: “*Steve is a director of the company.*”

2. Addition

The errors which are followed unnecessary element in the correct sentence. For example, “*He doesn’t knows your name.*”

The sentence above adds the suffix “s” in the verb “know”. The sentence should be: “*He doesn’t know your name.*”

3. Misformation

This is the errors on using of morpheme in the sentence. There are three categories in misformation, they are:

- a. Regulation. For example, “*He has two childs.*”

The sentence should be:

“*he has two children*”

- b. Archi-forms. For example, “*me hungry*”

The sentence should be: “*I am hungry*”

- c. Alternating forms. For example, “*This cats are mine*”

The sentence should be: “*These cats are mine*”

4. Misordering

This is the error of placing morpheme in the sentence.

For example, “*I don’t know what is that.*”

The placement of the verb “is” is incorrect. The sentence should be: “*I don’t know what that is.*”

C. Comparative Taxonomy

This is based on comparison between the structure of second language errors and certain other types of construction⁴².

For example, "*Dony is tall than Andy.*"

The sentence above should be: "*Dony is taller than Andy.*"

D. Communicative Effect Taxonomy

The communicative effect classification deals with errors from perspective of their effect on the listener or reader. This is about errors that come from misunderstanding of the listener or the readers to what the speaker says or what the writer writes⁴³. For example:

X : How do you do?

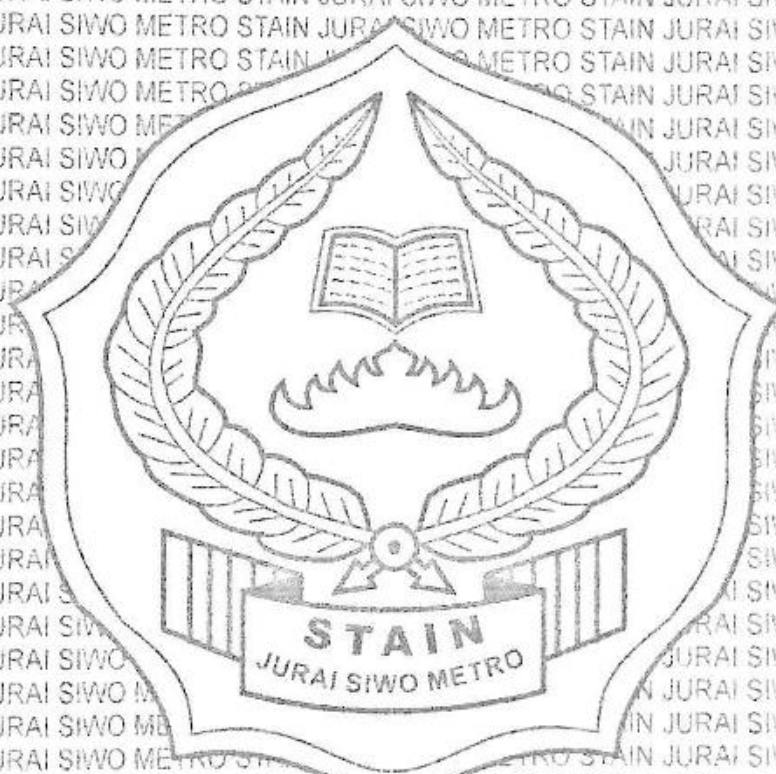
Y : I am reading

The Y's answer should be: *Y: How do you do too?*

Based on some categories above, the writer tends to accomplish linguistics category taxonomy by applying the minimum requirements proposed by Bram. The requirements involve some aspect in grammar, namely: concord or agreement, tense consistency, word order, and etc.

⁴² *Ibid*, p. 158

⁴³ *Ibid*, p. 164



CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristics and Role of the Researcher

There are a lot of researches method can be used in a research, especially in written story research, either quantitative or qualitative. It depends on the purpose of the researcher. Going to this statement, the researcher considered exploring the phenomena of written story in the textbook of senior high school. Based on this statement, the writer conducted a qualitative research to analyze written story particularly Indonesian legend story based on grammatical aspect in textbooks of senior High school specifically at state Islamic senior high school in Metro.

This research was qualitative. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm.⁴³ It can be differed over quantitative research which is identical with numeric language. In addition, Qualitative take place in the natural setting. This enables the researcher to develop a level of detail about individual or place and to be highly involved in actual experiences of the participants.⁴⁴ It can be inferred that by qualitative research, the writer will have more chance to do his research in many places he wants.

⁴³ Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *Pedoman Penulisan Karya Ilmiah*. STAIN Jurai Siwo Metro. 2010. p 20

⁴⁴ John W Creswell. *Research Design*, USA: Sage Publication, Inc, 2003, p. 181

Fundamentally, qualitative research is interpretive. This means that the data is interpreted by the researcher, where developing a description of an individual or setting, analyzing the data for themes or categories is followed, and making an interpretation or drawing conclusions about its meaning personally and theoretically, setting the lesson learned, and offering further question to be asked in the final⁴⁵.

In this case the writer applied case study because the writer aimed at exploring the grammatical mistakes were commonly found on Indonesian legend story of textbooks of senior high school specifically at state Islamic senior high school in Metro which were created by some publishers. In this research the writer explored to know deeply about a program, an event, an activity, a process, which was done in writing the story of the textbook.

In Wikipedia, a case study is an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context⁴⁶. Additionally, Creswell states that the case(s) where some various data collection procedures are gathered to gain detail information in bounded of time and activity (Stake, 1995).⁴⁷ Tellins (1997) indicates that case study data is collected by various approaches based on some sources. It can be said that using various data make clear the aspect of validity and reliability of the research.

Based on the above explanations, the writer used written story as the instrument of the research, the writer focused to effort achieving solution for problem

⁴⁵ *Ibid.*, p. 182

⁴⁶ http://en.wikipedia.org/wiki/Case_study, july 2nd, 2012

⁴⁷ John W Creswell, op.cit, p. 15

that came from writing story. This research directed to explore grammatical mistakes that commonly found in the written story of textbook of senior high school specifically at state Islamic senior high school in Metro.

B. Data Resource

In conducting this research the writer chosen some English written story especially Indonesian legend story of textbook of senior high school as the object of research. The written story taken from textbook of senior high school specifically at state Islamic senior high school in Metro.

C. Data Collecting Technique

For gathering the data the writer used some instruments. The instruments that were used in conducting research as follow:

a. Observation

According to Creswell, observation occurs when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes the researcher records. In an unstructured or semi structured (using some prior questions that the inquirer wants to know) way, activities at the research site.

In this case, the writer directly organized observation by collecting some English Indonesian legend stories in textbook of senior high school specifically at state Islamic senior high school in Metro.

b. Documentation

During the process of researching, the writer collected some documents. Documentation is a way that uses a written source such as public documentation (like newspaper, magazines, minutes of meetings, official reports) or private documents (like journals, diaries, letters and e-mails).

Based on the statement above, the writer gathered the data from observation and documentation from English textbook of senior high school specifically at state Islamic senior high school in Metro.

D. Data Analysis Technique

As Miles and Huberman maintain that there are three steps of analysis that can be used, namely data reduction, data display, and conclusion drawing and verification⁴⁸. The three steps are used to analyze the data. Thus, the researcher applied those steps in analyzing data.

In this research, the steps could be explained as follows based on the Miles and Huberman model:

- 1) Data reduction, this step refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step, the researcher collected and selected some stories as the main object of research.

⁴⁸ Mathew B. Miles and A. Micael Huberman. *Qualitative data analysis*, London. Sage Publication, 1994, p. 10-11

- 2) Data display, in this step a display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Hence, the researcher would like to uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 3) Lastly, Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions.



CHAPTER IV

RESULT OF THE RESEARCH

A. Description of research setting

1. A Brief History of The Establishment of MAN 1 Metro

State Islamic Senior High School (MAN) 1 Metro is one of Islamic state senior high schools in Metro which had been established since 1968. This school focused on the education without discarding Islamic education in their learning activity. Accordingly, MAN 1 Metro has vision and mission. Its vision is to realize MAN 1 Metro as a superior Islamic senior high school in academic and have a good attitude for the long term, medium term and short term. To achieve that vision, it needs a mission in the form of long-term activities with a good direction. The missions of this school are realizing a discipline in work, creating a kinship management, teamwork, excellence service by increasing the gathering.

This school has its own curriculum in managing the learning process. It is arranged based on the passing-grade standard and subject competence standard. In organizing the class, it is divided into 2 groups namely, general program for class X that consists of 16 subject and addition subject. It is

followed by all of students without an exception. The other is specification program for class XI and XII which consists of 13 subjects. It is distributed to be science program and social program. Every student has the same right to choose the program that they want.

To support learning activity in non-academic field, MAN 1 Metro provides some extracurricular for the students. First is Al-Qur'an reading style. This learns how to read Al-Qur'an beautifully. Second is KIR. It is well known as student scientific creation. They learn how to make scientific writing. Third is LCT or Olympiad. Here, they are prepared to become ready in competition. Fourth is scout. Fifth is dance. And the last is sport. There are some sports that can be followed; they are football, volleyball, tennis, futsal, self-defense art, and also badminton.

2. A Brief History of The Establishment of MAN 2 Metro

State Islamic Senior High School (MAN) 2 Metro had been established since 1992 based on decision letter from religious minister of republic Indonesia No. 64 on April 25, 1990 and No. 42 on January 27, 1992. As the same as other school, MAN 2 Metro had their own vision and mission. In realizing the vision and mission of the school, MAN 2 needed a support from the central government, district government, and also the society which care about the development of Islamic school

The vision of this school is realizing the students of MAN 2 Metro to have a good quality, well established in IMTAQ, and also to be a superior in informatics. This will cause the students have a high bargaining. The vision then is enlarged in some missions, namely:

1. Accomplishing a professional teacher development.
2. Executing a continual improvement of teacher competency.
3. Implementing instructional strategy development using multi-method and instructional methods.
4. Increasing the understanding and developing the content of Al-Qur'an and Al-Hadits.
5. Realizing the information academic network by making both internal and external school through television, radio, and also hotspot media.

In organizing the classes, Man 2 Metro classifies into two groups, they are general program and specification program. General program is for class X which consists of 20 subjects. It includes all of students of the first year. Meanwhile, specification program is for class XI and XII which consists of 13 subjects. In specification program, the students can choose social program or science program based on their choice. Both of them will get 90 minutes for the time allocation in every subject.

Other factor to complete the learning process of this school is giving many non-academic activities for the students. It is purposed to develop students' ability and express the students' interest based on the school condition. The non-academic activities namely, scout, KIR, drum band, sports, paskibra, rohis, PMR, calligraphy, and also Al-Qur'an reading style. All of the activity are facilitated and guided by counselor, and also teacher in the form of extracurricular activity.

B. Common Error

Textbook is a book that teaches a particular subject and that is used especially in schools and colleges. To put it more simply, textbook is understood as the part of education which cannot be separated in the teaching and learning process. It takes a crucial role in the process of transferring knowledge because without textbook, it may become hard to give information to the students especially for the low students.

The most materials which are commonly included in the textbook are story specifically narrative story that has been formed in legend story of some places in Indonesia. The legend story is always read by the students when they learn about narrative text. Due to the fact that the grammatical aspect on the written text must be absolutely correct to avoid them from misunderstanding the meaning of the text.

Regarding to the object of this research, the writer analyzed the common errors which existed in the some Indonesian legend stories from textbooks of MAN 1 and MAN 2 Metro.

1. Common Error in the Grammatical Aspect

From 22 stories taken from 14 textbooks, the researcher finds that the frequencies of grammatical error in concord are 21 items, *tenses* are 15 items, *spelling* are 9 items, and *parallelism* are 2 items.

In describing the analysis data results, the researcher uses the following chart:

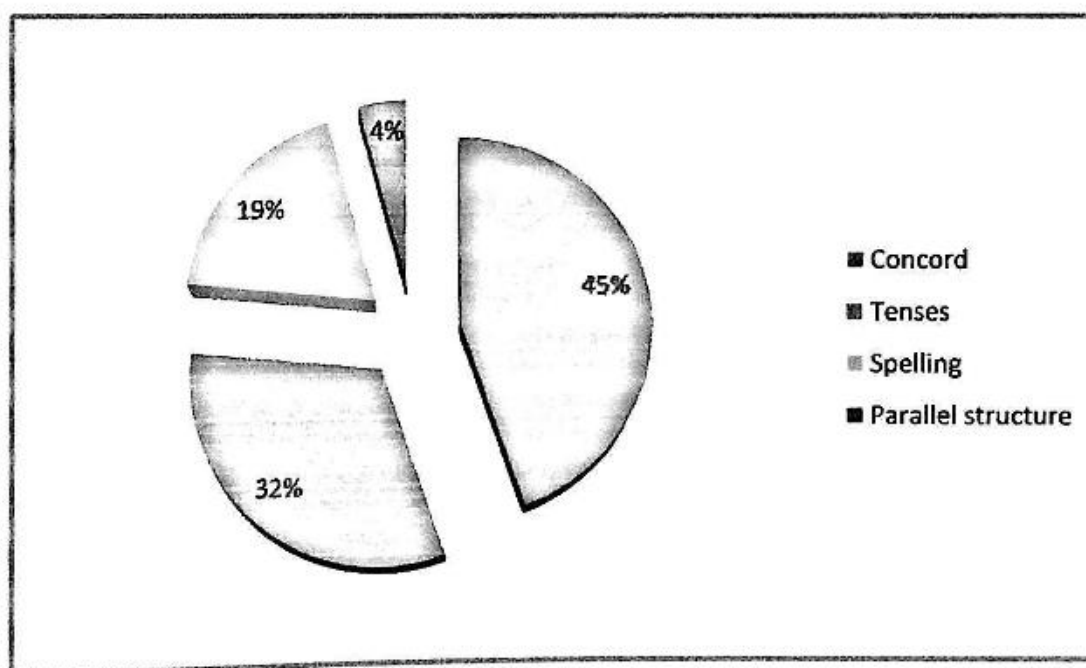


Figure I. *Frequency of common grammatical errors in the stories*

The following description explains some examples of grammatical errors which are in the stories:

a. Concord

*In a village the dog met a *women who was weaving...
 He ordered some of his *army...
 There is any a way that you can *do climb up the mountain...
 This made everyone *liked her so much...
 Bandung agreed *with this condition...
 *Peoples ran and screamed...
 Only a single *paddy rice...
 And looked for *fire woods in the jungle...
 Because he had *half of her witch...
 *Days by days he...
 That the whole *works should be finished...*

The data above show that there are some errors in applying word agreement. For instance, in the ...*the dog met a *women*, the writer used article "a" to show the object was *singular*, but he used *plural* form. Similarly, in the other sentence ... *she many *gift*, the writer used the word "some" that shows the object was plural. But in fact, the writer used singular object.

In grammar, a concordance between a word and the other word in a sentence, subject, predicate, object, or adverb is known as concord. In addition, the word must be concord in tense, and time signal, position as subject or object, countable or uncountable, and so forth.

b. Tenses

*And peaceful because it was *lead by the good king...
 Even, she *become more beautiful than before...
 The king *kneels down and grateful...
 ...was slowly *lessen because...*

*Slowly, the kingdom *turns into darkness...*
*Sometimes flash of fire *light up the darkness, made everyone panic...*
*The king *becomes very sad...*
*Followed by the mountain this *was turn into silent...*

In the above data, some errors are found in applying simple past tense. Some writers repeatedly use incorrect term in using the appropriate verb. In this data, the writer must use past verb (verb 2) in the form of stories because this stories are about narrative story. Actually, there is some writers use the base verb (verb 1) in writing the narrative stories. Furthermore, a simple past tense can be formulated as follows:

Subject + Verb 2 + Object/Complement + Adverb

c. Spelling

*She asked villagers to burn *paddi plants in the east...*
**Surprigly, in the morning...*
*...using a bow and *narrow...*
*...She asked *teh magicians...*
...She foud her body...*
*...to the Citarum river *o build a dam...*
*The king believed that the presence of the *of the princess...*

Based on the data above, it can be seen that *lexical errors* frequently happen in spelling because of the mistyping. Many lexical errors are caused by the writers who do not often check the words. For instance:

*She asked villagers to burn *paddi plants in the east...*
*...using a bow and *narrow...*

The sentences must be:

*She asked villagers to burn *paddy plants in the east...*

*...using a bow and *arrow...*

d. Parallel Structure

*...This flower has no *leaves or stem...*

*...And they begun to do the colossal work, *building the castle, soon after...*

Parallel structure is the use of conjunction to connect words or phrases that have the same grammatical function in a sentence⁴⁹. In addition, it can be understood as a balance of two or more similar words, phrases, or clauses. It would be better to say that *verb* and *adjective* for example, cannot be linked. For instance, my mother *cooks fried rice and careful in making it*. *Cook* is a verb, while *careful* is an adjective.

In the data above, writers do not use the parallel structure. For example, *they begun to do the colossal work, *building the castle, soon after....* In the sentence, there is misunderstanding in using “to infinitive parallelism”. To create the correct sentence, the gerund should be changed in base verb.

⁴⁹ Betty Schramper Azar. *Understanding and Using English Grammar fourth edition*. Person Longman, NY. p 352-354

2. Common Errors in the Term of Plot

The frequency of errors in the term of plot were *exposition* are 10 items, *rising action* are 16 items, *climax* are 12 items, *falling action* are 3 items, and *resolution* are 6 items. To describe the analysis data results, the researcher uses the following chart:

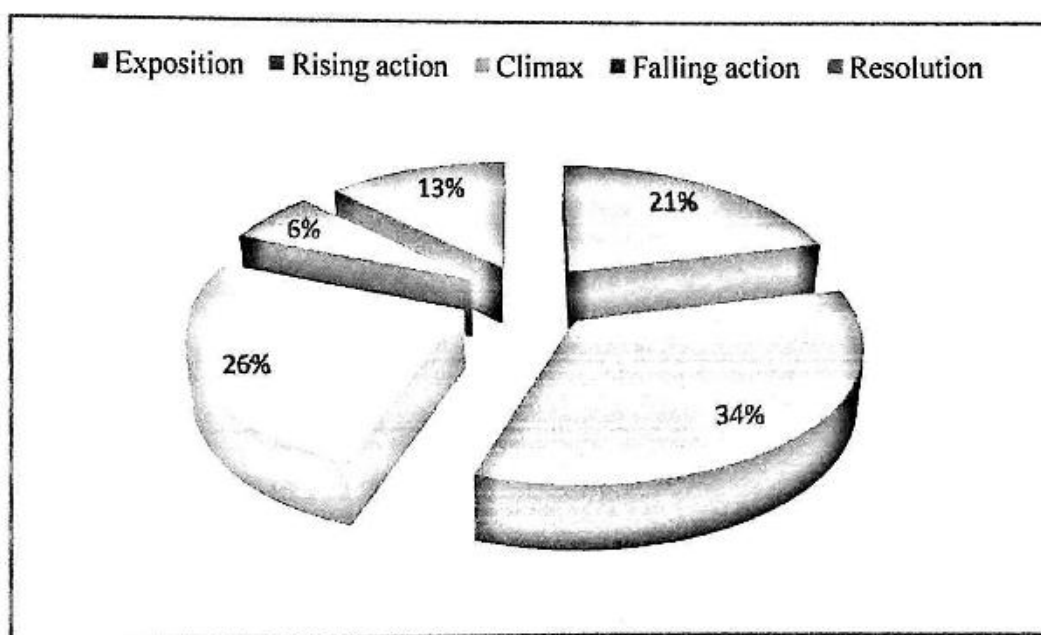


Figure II. *Frequency of errors in the term of plot*

The explanation of findings can be seen in the following:

1) Exposition

Exposition is concerned with introducing character and setting. These elements may be largely presented at the beginning of the story, or may occur as a sort of incidental description throughout. These are the errors found in the exposition paragraph:

**Days by days* he cultivated his rice field and looked for **fire woods* in the forest.

The girl was also a very kind-hearted person. This made everyone **liked* her so much.

2) Rising action

Rising action is the central part of a story during which various problems arise, leading up to the climax. The finding errors in the rising action of the stories can be seen in the following:

Slowly, the kingdom **turns* into darkness.

...the king agreed **with* the condition.

And they began to do the colossal work, **building* the castle, soon after the sun had set.

3) Climax

Exactly, in the midnight, **half of* the castle was completely done.

There is any a way that you can **do climb* up the mountain.

The above sentences are the errors in the climax paragraph.

Climax is the highest point of story, where a culmination of events creates the peak of the conflict.

4) Falling action

Falling action is the part of a story following the climax. This part of the story shows the result of the climax, and its effects on the characters, setting, and proceeding events. The following are examples of errors in the falling action paragraph.

He broke through hot air, dark smoke, black cloud, and loud of **thunders*.

He remembered the agreement that the whole **works* should be finished before roosters crowed.

5) Resolution

The dog ran away to the village. However, in the village the dog met a **women* who was wearing clothes.

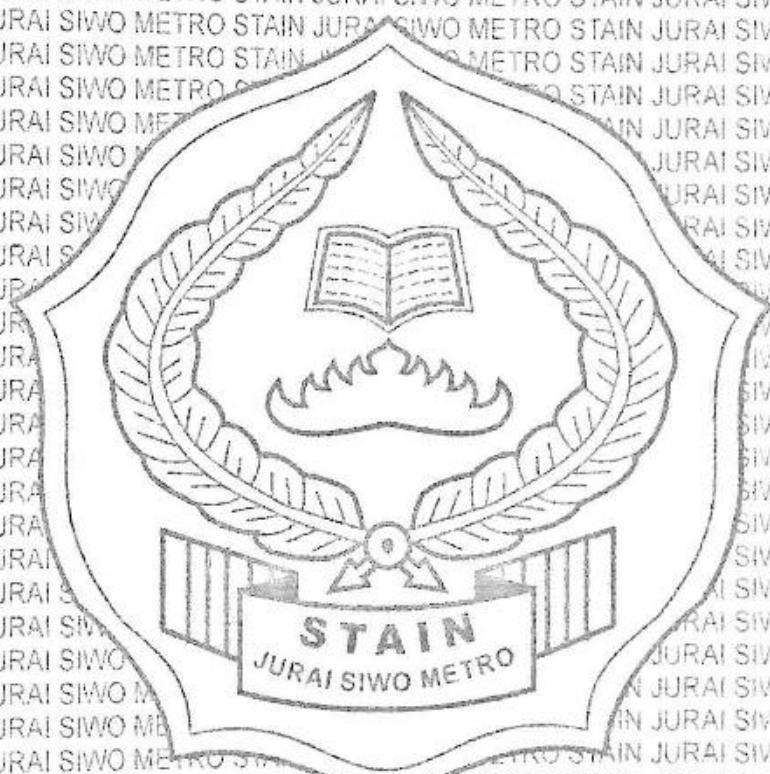
The above sentence is the example of error in the resolution paragraph. Resolution consists of a series of events that follow the climax, and thus serves as the conclusion of the story. Conflicts are resolved, creating normality for the characters and a sense of catharsis, or release of tension and anxiety, for the reader. Simply put, resolution is the unraveling or untying of the complexities of a plot.

The result of this analysis describes that in fact there are some grammatical errors commonly found in stories. The writer classifies the findings into five common errors, namely *concord* has 45% error items,

tenses has 32%, *spelling* has 19%, *parallel structure* has 4%. Accordingly, the errors that repeatedly happen most are *concord* and the smallest mistakes are *parallel structure*.

Meanwhile, in the term of plot, the errors are *exposition* has 21% error items, *rising action* has 34%, *climax* has 26%, *falling action* has 6%, and *resolution* has 13%. The biggest number of errors mostly happens in the *rising action* paragraph of the stories. While, the smallest number of errors are in the *falling action* paragraph of the stories.

Although there are not all stories in the twenty two contain the errors, the correction for writing stories should be conducted. Because as previously stated that the aim of this research is to know the quality of textbook by distinguishing what mistakes that commonly appear in the Indonesian legend story found in text book for senior high school. Furthermore, the correction will drive the writer's pay attention more to what they are going to write, and give the readers, especially the students, get no misunderstanding about the lesson they learn.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research as follows:

1. Some of the textbooks from both State Islamic Senior High School (MAN) 1 and MAN 2 Metro are still found lack quality in writing the narrative text even though it is not almost of them.
2. Some grammatical errors are still found in the narative text especially in the Indonesian legend story from the textbooks. The writer, through this research, discvovered that errors which repeatedly appear are *concord*, *tenses*, *spelling*, and *parallel structure*.
3. The frequency grammatical errors of *concord* are 21 items (45%), *tenses* are 15 items (32%), *spelling* are 9 items (19%), *parallel structure* are 2 items (4%). Accordingly, the errors that repeatedly happen most are *concord*. And the smallest mistakes are *parallel structure*.
4. In the term of Plot, the errors place in exposition paragraph, rising action paragraph, climax paragraph, falling action paragraph, and resolution paragraph.
5. The errors in the *exposition* has 10 error items (21%), *rising action* has 16 error items (34%), *climax* has 12 error items (26%), *falling action* has 3 error

items (6%), and *resolution* has 6 error items (13%). The biggest number of errors mostly happens in the *rising action* paragraph of the stories. While, the smallest number of errors are in the *falling action* paragraph of the stories.

B. Suggestion

Through this research, the writer would like to constructively give suggestions for:

1. The institutions and the publishers
 - a. To follow up this research, the institution should be selective in diciding textbooks for the students as their learning material to prevent them into misunderstanding meaning of the texts.
 - b. The teacher and the students have better to know more about a good quality of textbooks
 - c. There is correction from the publishers before publishing all of the textbooks to minimize the grammatical errors.
2. For the researcher
 - a. The researcher should enhance his knowledge to support his research.

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CURRICULUM VITAE



The name of the writer is Vicky Rica Andika. He was born in Tanggulangin village, Punggur, Central Lampung, on January 14, 1991. He is the Second child of Mr. Pahri and Mrs. Rohila.

He was enrolled his study in State Elementary School 01 Tanggulangin, Punggur, Central Lampung on 1996 and graduated on 2002. He continued his study at State Junior High School 01 Punggur, Central Lampung on 2002 and graduated on 2005. And then, he continued his study at State Senior High School 01 Kotagajah, Central Lampung on 2005 and graduated on 2008. Actually, at the same year, he was registered as a SI student of English Education Study Program of State Islamic College (STAIN) Jurai Siwo Metro. At STAIN, the writer actively followed UKM JS-EC. His biggest achievement was being the first winner of scrabble competition in Polinela. He is now an English instructor in *EUREKA English Course*.

