Syntactic Analysis of the Narrative Essays of Senior High School Students

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ABSTRACT

This investigation aims to analyze the lexical, grammatical, and mechanic errors in the senior high school students' narrative essays, as well as how these linguistic errors are arranged in the narrative essays. The study includes an analysis of the linguistic errors the students made in order to create instructional materials that will help them learn English more effectively, particularly in terms of their grammar and writing abilities. The qualitative research method of linguistic analytical description is used to find the syntactic features of the informal narrative texts in terms of their lexical, grammatical, and structural mechanics and substance. The analytical data are sourced from the textuality of the fifty (50) informal narrative essays of Senior High School General Academic Strand students in Mayag National High, Mayag, Sison, Surigao del Norte, which are selected on the basis of the socio-economic relevance of the discourse texts. The generation of analytical linguistic data follows three phases of processing: *Phase One: Identification of linguistic errors* This phase is the identification of linguistic errors in the narrative texts in terms of lexical, grammatical, mechanical, and substance errors. *Phase Two: Analysis of syntactic errors.* In this phase, the lexical errors, grammatical errors, and mechanics and substance errors of the narrative texts are being analyzed and given emphasis. *Phase Three: Construction of a Monograph.* This phase includes the construction of the monograph or any instructional materials that the students are going to use.

Keywords: syntactic analysis, narrative essay, lexical, grammatical and mechanic or substance errors

INTRODUCTION

The syntactic study of texts is gaining popularity throughout the linguistic community. Text of some sort makes up the majority of the recoverable data regarding sentence-combining approaches. Speaking fulfills numerous social obligations, cultural demands, and educational ideals unconsciously. There has been a growing trend toward using narrative and life stories in addition to reason to understand the world (Johnstone 67). The study of narrative can be viewed as a way for humans to make sense of the world (Connely and Clandinin 97). Writing should be viewed as an all-encompassing practice. There are defenses on both sides of the argument to help us better comprehend the syntactic analysis of texts. Studies on syntactic analysis have long demonstrated that using more syntax results in writing that is more fluid and mature (Combs 76). Marzano (144), on the other hand, asserts that the notion of sentence combining and its impact on essay writing is untrue. It is interesting to note that even Robert Marzano acknowledges that there is some evidence that "experience in sentence combining enhances overall composition quality" (Marzano 58), but he claims that it is only to a limited level.

Research has focused heavily on narrative, both in its written and oral forms. Scholars have looked into the narrative in various contexts, from examining its structural structure to employing it as a tool for sociocultural context study (Stapleton et al. 163). It is necessary to practice writing because it is an art, much like creating literature. As this behavior is self-fulfilling, there are typically common understandings of the information that must be given to achieve the fundamental requirements of textual quality. A narrative is a mental act in which the storyteller and the audience participate and share their worldviews (Tannen 123). Narrative can also be used by narrators to create and impose their imprints in narrating their experiences and modifying occasions.

In this study, the researcher concentrated on syntactic analysis of the narrative essays of Senior High School students identifying typical lexical, grammatical, mechanical, and content faults in narrative essays. A narrative

essay discusses anything using the author's personal experience or knowledge of a particular incident. This piece, in particular, carries a storytelling element. Although this essay functions somewhat as storytelling, students must support their essays with a suitable narrative tense. Because they needed to understand how to write an essay, there were several writing faults. The study was done to identify the mistakes the students made when writing their narrative essays because there was a problem that measured how frequently the students made errors in writing. Given the foregoing explanation, the researcher investigated the students' writing errors using an error analysis form that identifies the usual grammatical errors they committed in order to prevent them and assist readers in avoiding the same mistake when writing essays. By examining each inaccuracy, the researcher hopes to pinpoint the typical grammatical errors that students make when writing narrative essays, depending on the research environment.

METHOD

Research Design

The qualitative research method of linguistic analytical description is used to find the syntactic features of the informal narrative texts in terms of their lexical, grammatical, and structural mechanics and substance. The analytical data are sourced from the textuality of the fifty (50) informal narrative essays of Senior High School General Academic Strand students in Mayag National High, Mayag, Sison, Surigao del Norte, which are selected on the basis of the socio-economic relevance of the discourse texts.

The generation of analytical linguistic data follows three phases of processing:

Phase One: Identification of linguistics errors. This phase identifies linguistic errors in the narrative texts regarding lexical, grammatical, mechanics, and substance errors.

Phase Two: Analyzation of syntactic errors. This phase analyzes and emphasizes the narrative texts' lexical, grammatical, mechanics, and substance errors.

Phase Three: Construction of Monograph. This phase includes the construction of a monograph or any instructional materials that are going to use by the students. The Title of the output is the Instructional Material of Narrative Essay: A Composition of Grade 11 Senior High School Students. The output is divided into 3 sections: Introduction, Issues on the part of Writing the Narrative Essays, considerations on Issue 1: lexical errors, issue 2: grammatical errors and issue 3: Mechanics and Substance Errors and conclusion:

RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered. The data follow the specific sequence as outlined below.

Phase 1. Identification of the Linguistic Errors.

The data collected, data analysis, and conclusion interpretation are all presented in this chapter. The first study question examines the language mistakes found in the narrative essays in terms of 1.1.1 lexical errors, 1.1.2 redundancy, and 1.1.3 collocation, and 1.2.1 subject-verb agreement, 1.2.2 verb tense, and 1.2.3 Preposition; 1.3.1 Capitalization, 1.3.2 Punctuation, and 1.3.3 Spelling Mistakes; 1.3.2 Mechanics and Substance Errors.

Table 1. Linguistic Errors

Category	Subcategory	Frequency	Percentage of Errors	Rank
1. Lexical Errors	Word Choice	19	12.7	4
	Redundancy	10	6.7	7

	Collocation	10	6.7	7
2. Grammatical Errors	Subject -Verb Agreement	29	19.3	1
	Verb Tense	14	9.3	5
	Preposition	26	17.3	2
3. Mechanic or Substance Errors	Punctuation	21	14	3
	Capitalization	12	8	6
	Spelling	10	6	7

According to the data, word choice is the lexical error category that students struggle with the most, accounting for 19 or 12.7% of all errors. Redundancy and collocation are next, accounting for 10 (6.7%) errors.

In the grammatical category, it has been demonstrated that subject-verb agreement is the most problematic proportion, accounting for 29 or 19.3%, followed by prepositions with 26 or 17.3% and verb tenses with 14 or 9.3%, respectively. The most problematic component of the mechanics and substance error category, punctuation, with 21 or 14%, is followed by capitalization, 12 or 8%, and spelling, 10 or 6%.

Phase Two Analyzation of syntactic errors. This phase analyzes and emphasizes the narrative texts' lexical, grammatical, mechanics, and substance errors

Table 2: Lexical Errors

Type of Lexical Error	Wrong Usage	Correction
Word Choice	I want to do something different in my life.	Throughout my existence, I hope to explore new things.
	I came to the realization that her actions started confusing me.	I became aware of how perplexed I was by her actions.
Redundancy	In spite of the fact that we stumble a thousand times, we can still manage to get back up, and it's that concept that's about my life.	Even though we fall a thousand times, we can always get back up, and that idea best describes my life.
	I am very convinced that success gives us satisfaction in our lives.	I strongly believe that life's greatest joy comes from success.
Collocation	We were keenly aware that we were young then and didn't really care about things that much.	We were conscious of our youth and the fact that we didn't give much thought to things at the time.
	I deeply regret the loss of many lives during Typhoon Odette.	I lament the many lives lost due to Typhoon Odette.

Word choice is the first top most error committed by Senior High School Students under the lexical errors.

To illustrate the occurrence of the word choice, an example is shown below.

(1) I want to do something *different* in my life.

(2) I *realiz*ed that her actions started confusing me.

The adjective "*different*" is changed to "*explore*. "Reason for change: "Different" denotes something distinct from routine activities; however, "explore" connotes something wholly unrelated to what one typically does in daily life. The verb "came to the realization" has been changed to "aware" to shorten the statement without losing meaning. Readers can better comprehend an idea when strong word choices are used. It clarifies ideas and expands concepts. Wordiness is the problem of a lengthy sentence that has the potential to be shortened but is not, as well as needless words and phrases that only serve to lengthen the text. The use of words is also considered to be a key strategy for raising students' writing proficiency.

The findings of Fu and Guan's study, which emphasize the significance of word choice, provide evidence supporting this idea (230). Nothing can be spoken without vocabulary. Vocabulary is basic for a piece of writing. The choice of words counts for the meaning of a sentence.

The second top most error Senior High School Students commit under the lexical errors is redundancy and collocation.

To illustrate the occurrence of redundancy, an example is shown below

(1) Even though we stumble a thousand times, we can still manage to get back up, and that concept is about my life**.**

(2) I believe that success gives us satisfaction in our lives.

The phrase "*despite the fact*" is changed to "*even though* ."Despite this fact is an example of a redundant phrase. A redundant phrase is a language that repeats words, phrases, sentences, paragraphs, or concepts without reason. Redundancy has no function in communicating a concept because the data is understandable without additional words. The statement could become crowded with more words. In addition, the word "*very convinced*" is usually redundant. One may simply use the word *"convince."* Adding the word *"very"* involves repeating something or adding unnecessary information.

This idea is confirmed by the findings of Anggraini and Batu's study, which showed that cutting out duplication helps to create clear, short sentences. The sentence is direct, to the point, and brief since every word communicates the intended meaning.

To illustrate the occurrence of the collocation, an example is shown below:

(1) We were *keenly aware* that we were young then and didn't care much about things.

(2) I *deeply regret* the loss of many lives during Typhoon Odette.

These adverbs ending in *ly* and functioning as modifiers are called amplifier collocations because they are used to express a high degree of intensity. It is a common error made by senior high school students: overuse of amplifier collocations. The adverb "*Keenly aware*" is an example of lexical collocation because it combines adverb and adjective. The word "*deeply regret "is* an example of lexical collocation because it combines verbs and adverbs.

According to the study's findings, students have difficulty using collocations for two reasons, according to Boonyasaquan (101). The first justification is that collocation problems are unrelated to comprehension problems. The second reason is that some collocations are difficult for learners to understand, especially those uncommon or idiomatic.

Table 3: Grammatical Errors

Type of Grammatical Error	Wrong Usage	Correction
Subject-Verb Agreement	My problems vanishes when I am with them.	When I'm with them, my problems disappear.
	My personal experiences is also an example that life is not always an easy bag to carry.	My own life experiences serve as proof that life is not always an easy burden to bear.
Verb-Tense	We laughed, we cried and we trek anywhere.	We traveled everywhere while crying, laughing, and joking.
	Patience is one of the key to success and people who cannot afford to wait should not expect better results.	Patience is one of the keys to success; thus, those who cannot wait should not expect better results.
Preposition	Last year, my family had an enjoyable moment on our lives because we traveled to Limasawa Island.	My family and I had a great time on Limasawa Island last year.
	Dreaming is the sweetest thing ever because we always dream in the things we love and hope.	Dreaming is the sweetest thing ever because we always dream about the things we love and hope for.

Subject-verb agreement is the first top most error committed by Senior High School Students under grammatical errors.

To illustrate the occurrence of subject-verb agreement, an example is shown below:

(1) My problems *vanish* when I am with them.
(2) My personal experiences <u>are</u> also an example that life is only sometimes an easy bag to carry.

The interpretation implies that the narrative essay of the Senior High Students entails inconsistencies in grammar usage like subject-verb agreement, preposition, and verb tense and usage. *Experience* is a plural noun, so the verb (*are*) is also plural. This harmony between subject and verb is called agreement.

This hypothesis is supported by the study Chen's findings (200). Word choice, tense, and use of definite articles, prepositions, verbs, singular or plural, relative clauses, and redundant usage were the mistakes made by participants the most frequently.

According to Darus and Subramaniam (490), subject-verb agreement entails selecting the appropriate singular or plural verb after the subject. It implies that the verb must be singular if the subject is, and vice versa. The second top most error Senior High School Students commit under grammatical errors is the preposition.

To illustrate the occurrence of the preposition, an example is shown below.

(1) Last year, my family had an enjoyable moment *in* our lives because we traveled to Limasawa Island.
(2) Dreaming is the sweetest thing ever because we always dream about the things we love and hope for.

Students studying English as a second language frequently must be corrected, particularly when using prepositions. The preposition "*in"* indicates location or position within or inside something. Moreover, the preposition "*on*" indicates touching and being supported by the top surface of (something) or moving to a position supported by something.

Mistakes result from a need for more comprehension of the rules, according to the study by Utari (24). The pupils must be patient as they learn to use the numerous prepositions. Prepositional errors might be considered lexical errors because they affect meaning, and students will rectify them once they have a sufficient vocabulary, according to Mustafa et al. (49), who agree.

The third top most error Senior High School Students commit under grammatical errors is verb-tense.

To illustrate the occurrence of the verb tense, an example is shown below.

(1) We *laughed,* we *cried*, and *we trekked* anywhere.
(2) Having the ability to wait is one of the keys to success, thus those who are unable to do so shouldn't expect better outcomes.

Subject-verb agreement is a fundamental structural element in academic or professional writing has a direct impact on a writer's ability to appropriately and effectively engage the reader. The past tense of the following verbs, laughed and sobbed, is created by adding -ed or -d to the base form. The past tense is required for "Trek." Agreement describes this symmetry between the subject and the verb. When the verb is not placed directly after the subject, mistakes frequently happen.

According to the findings of Norwin's study (34), subject and verb agreement was one of the most common grammatical mistakes students made when composing sentences. Darus and Subramaniam (490) concur that picking the appropriate single or plural verb following the subject constitutes subject-verb agreement. It means the verb is single if the subject is plural, and vice versa.

Table 4 Mechanic or Substance Errors

Type of Error	Wrong Usage	Correction
Punctuation	First of all before I want to share some experience of my life, I will just to thank God for his goodness and love that endures forever in our lives.	First of all, before I share some experiences from my life, I want to thank God for His goodness and love that endures forever in our lives.
	Throughout my life it has been hard and full of struggles by losing the person I love the most my only handsome father who passed away last month.	Throughout my life, it has been hard and full of struggles. I lost the person I loved the most, my only handsome father, who passed away last month.
Capitalization	they give me advice and unconditional love.	They give me advice and unconditional love.
	success is the ultimate things that we require in our life.	Success is the ultimate thing that we require in our life.
Spelling	Throughout my life was hard full of struggles by lossing the person.	Throughout my life was hard and full of struggles by losing the person.
	Dreaming is the swetest thing ever because we always dream about the things we love and hope.	Dreaming is the sweetest thing ever because we always dream about the things we love and hope.

The first top most error Senior High School Students commit under mechanic or substance errors is punctuation.

To illustrate the occurrence of punctuation, an example is shown below.

(1) First, before I want to share some life experiences, I will just thank God for his goodness and love that endures forever in our lives. Thank you, Lord.

(2) Throughout my life, it has been hard and full of struggles to lose the person I love the most, my only handsome father, who passed away last month.

When punctuated incorrectly, sentences are altered and split into separate clauses. Punctuation has a variety of functions. It helps us know when to finish speaking or reading and informs the reader or speaker of when to pause or add an exclamation point. A comma should be used for the after*life, person, most*, and *fathe*r. The presence of punctuation clarifies the content and establishes the sentence's bounds, preventing run-on sentences.

This idea is supported by Grenville's research, which found that there are two main purposes for punctuation: to help the reader understand the grammatical structure of the sentences and to create coherence in a long piece of writing. A full stop at the conclusion of a sentence, commas, a colon, and a semi-colon, for instance, show the sentence's clause and phrase structure. Additionally, the second goal, or the primary purpose of punctuation, speaks to the distinctions and linkages between different text elements.

The purpose of punctuation in the text, according to Caskill (44), is to make reading easier. The proper use of punctuation marks helps the writer organize and clarify the relationships between the many sentences, phrases, and words in their writing.

Capitalization is the second topmost error Senior High School Students commit under the mechanic or substance errors.

To illustrate the occurrence of capitalization, an example is shown below.

(1) *They* give me advice and unconditional love.
(2*) success* is the ultimate thing that we require in our life

The findings show that senior high school pupils frequently struggled with capitalizing the initial word in a sentence. As a signal or symbol, capitalization is used at the start of a sentence or a declaration.

The findings of Maharani and Sholikhatunzar's study (59), which support this idea, state that the following things should always be capitalized: (1) the first word of a sentence; (2) names of people; (3) titles used with names of people; (4) months, days, and holidays; (5) names of places; and (6) titles of books, articles, and movies.

The pupils also struggle to use proper language, word choice, and writing mechanics like punctuation and capitalization, according to Aka (18). The pupils need greater encouragement to produce essays because they seldom ever write during their free time.

Spelling is the third topmost error Senior High School Students commit under the mechanic or substance errors.

To illustrate the occurrence of the spelling, an example is shown below.

(1) My life was hard and full of struggles of l*osing* the person.
(2) Dreaming is the *sweetest* thing ever because we always dream about the things we love and hope for.
The majority of the participants' spelling mistakes involved using the wrong letter, leaving out a letter, or adding a letter when it wasn't necessary.

This idea is confirmed by the study's findings, which show that a student has to be proficient in spelling in order to communicate in writing without getting sidetracked (Da Costa and Arias, 2006). Because spelling enables the clear representation of thought in any written material, it is crucial to mastering a language.

Ababneh (4) concurs, stating that he proposed other steps in revising a writing draft, including revising grammar, punctuation, spelling, and paraphrasing.

Phase three: Development of an Intervention Plan

The third phase aims to develop an instructional material is to promote meaningful teaching and learning in the classroom. It is filled with educational activities and lessons that have been specially developed by the teacher, or by the instructor and students. This place a lot of focus on lexical, grammatical, mechanical, and substance errors. Along with learning about basic organization, linguistic components, vocabulary, and mechanics, students are also taught the purpose of writing.

Based on the results of the study, the following findings were generated:

1. The study clearly shows linguistic errors in the textuality of the narrative essays of the high school students. The common linguistic errors that have emerged from the study are word choice, subject-verb agreement errors, and punctuation errors. Apparently, many sentences contained inappropriate or inaccurate word choices, which deviated from the meaning of the written text. The students made many errors in terms of subject-verb agreement, and the most common error students make while writing a narrative essay is how they handle punctuation.

2. These linguistic errors in the textuality of the narrative essays of the senior high school students were analyzed and identified based on the specific linguistic error categories of lexical, grammar, and mechanics or substance errors. The details of each error qualify for specific linguistic subcategories with the help of expert validators. Furthermore, the results were verified by informal interviews among the selected senior high school students.

3. This instructional material on narrative essays is to address the typical issues students have while writing narrative essays and how these grammatical mistakes are shown in the essays. By highlighting lexical, grammatical, mechanical, and content errors, this is helpful for both students who want to learn how to write a better narrative essay and English professors who want to help their students become better academic writers. It caters to the needs of the students by solving these issues. The focus of this instructional material is on the different linguistic categories and subcategories of errors based on the results of the study. The instructional material has preliminaries and content with the following format: learning outcomes, specific learning objectives, issues on the part of writing the narrative essays and activities, strategies, persons involved, and a conclusion.

CONCLUSION

Based on the findings, syntactic structures are revealed in the narrative essay of the senior high school students' narrative essays and thus indicate syntactic frameworks.

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