AN ANALYSIS OF PAST TENSE ERRORS IN STUDENTS' WRITING NARRATIVE

TEXTS OF ELEVENTH GRADE STUDENTS AT MAS PAB 2

HELVETIA IN 2017/2018

ACADEMIC YEAR

SKRIPSI

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya kecuali kutipan-kutipan di dalam nya yang saya sebutkan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, 31 Agustus 2018

Penulis

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ABSTRACT

AN ANALISYS OF PAST TENSE ERRORS STUDENTS' IN WRITING

NARRATIVE TEXTS OF ELEVENTH GRADE STUDENTS AT MAS PAB 2

HELVETIA IN 2017/2018 ACADEMIC YEAR

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Key Words: Error Analysis, Simple Past Tense, Narrative Texts

The objective of this study is to identify whether the students make errors, and to find the types of errors made by the students of MAS PAB 2 Helvetia in learning Simple Past Tense in their Narrative Texts. The classification of the types of the error of this study was based on Dulay. In this study, the writer used Qualitative research method to describe students' error and analyze the data. The data which were taken from the test focus on Simple Past Tense. The sample of this study is the students of Eleventh Grade of MAS PAB 2 Helvetia, 2017/2018 Academic Year. The Class XI IPA Consisted of 31 students. Procedure of data analysis covered identifying, describing, recapitulation. The result of this study was 215 errors and the findings showed that the students made errors in Misformation (139 errors or 64, 65%), Addition (36 errors or 16, 99%), Omission (25 errors or 11, 60%), and Misordering (15 errors, or 06, 98%). Based on the study, the writer concludes that the Eleventh grade students of MAS PAB 2 Helvetia, made errors in using Simple Past Tense, and the classification type of error was in misformation.

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In the name of Allah the Most Gracious the Most Merciful.

Praise to be Allah SWT, who has given me a health and a chance to finish my skripsi. Peace and blessing to our prophet Muhammad SAW, who has been my great feature as servant of Allah SWT.

The aim of finishing this skripsi is a partial fulfillment of the requirement for S-1 program at English Department of Tarbiyah Science and Teacher Training faculty. I realize that I can not complete this skripsi without support, motivation, help, and encouragement from a lot of people. Therefore, I would like to extend appreciation to all of them, especially to:

1. My beloved parents (Bpk. Sugito and Ibu Sri Wahyuni) who have been patiently given me Love, spiritual, financial, support, and prayer. And without them, I'm nothing. Thank you so much from the deep of my heart, so I can finish my S-1 degree.

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Finally, I realize that there are unintended errors in writing skripsi. I allows the readers to give suggestion to improve its content in order to be made as one of the good examples for the next thesis.

Medan, 31 Agustus 2018

The researcher

INDAH PURNAMA SARI
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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowdays in Indonesia, English becomes essential language subject of education issues. The government realizes how important English is today fort global development. Therefore, English has been an important part of the school curriculum, which is learnt as the main subject by the Indonesian students to develop technology, science and culture. To achieve it, the Indonesian students must be able to master four skills in English. They are: Listening, Speaking, and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English.

According to Nunan writing is the mental work of infenting ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear. So the learners should know how to write well and what are they need to write a good sentence based on grammar to describing their ideas or opinion from their writing.[1]

Writing is the expressions of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, typewriters, and computers.[2] Writing is the difficult skill for the students to express their feeling on ideas with right grammar because they must generate and organize their ideas in writing. In

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[1] D. Nunan (2003), *Second Language Teaching & Learning*, Boston: Heinle & Heinle Publisher, p. 88.

[2] Dewi, Utami,(2013), *How to Write,* (Medan: La- Tansa Press), p.2

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the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students every level of education. English writing is a subject that learns about how to express idea in written form. The students of elementary school, junior high school, and senior high school in writing skill especially learn how to write words, phrases, clauses, and sentences. Then when the students make a sentence, they should concern with subject, verb, and tense.

Tenses are a part of grammar. The word tense stands for a verb form or series of verb forms used to express a time relationship. There are many kinds of tense should be learn by students. At least there are six tenses in Senior high school that had to be introduced to the students. They are simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous, and simple future tense.

Simple past tense is one of tenses which students learn in the school. The simple past as a part of grammar rules sometimes also make students difficult in applying simple past tense to the sentence. The effect is that the students cannot use and understand the simply past properly.

Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammar. For some students it is not easy to change the form and to combine the words into sentences. They have problem in mastering English grammar especially about tenses. Although the teacher used interesting media. An English teacher of MAS PAB 2 Helvetia explain that, the learning process of English, especially about tense is bored activities, so the students did not want to give the

attention when the teacher explain the material. Based on the students of Eleventh grades statement they were not confidence to answer the question or finish their assigments, because they thought if English was difficult and they didn't know the meaning. So in this experience, I would like to ask the students to write a narrative texts. Because there are many students who still have difficulties in understanding Simple Past Tense. The time fo doing the test are 60 minutes. After the students have finished, their test should collect to me. After that I will check and analyze what they write and give them score from the text students have do. And the last, I get the conclusion about the students' understanding.

MAS PAB 2 Helvetia Medan is one of the Senior high school in Medan which is located at Jln. Veteran Helvetia. The students of MAS PAB 2 HELVETIA Learn English as acore subject. In this school, English has been taught from the first until the third level, so the aim of this test to measure the students' understanding in writing Narrative texts. And I hope, the students will interest in learning Enlish later. They don't feel confuse or boring in learning process.

From the background above, it is clear that writing is the important part in study English. That's why I wanted to conduct a research entitled **"AN ANALYSIS OF PAST TENSE ERRORS IN STUDENTS' WRITING NARRATIVE TEXTS OF ELEVENTH GRADE STUDENTS AT MAS PAB 2 HELVETIA IN 2017/2018 ACADEMIC YEAR"**

B. Identification of the Study

Based on the background of the study, it could be identified some problems as follow:

1. Students are difficult in writing a good sentence in Narrative Texts.

2. They have problem in using V2 in the sentences.

3. They have problem in using Irregular verbs in the sentences.

C. The Scope and Limitations

To clarify the problems of the study, it is essential to focus the problem in order to avoid misunderstanding in interpreting the problem. The writer only focuses on the errors of the students in using Simple Past Tense in their narrative writing.

D. Research Question

1. What types of the errors do they make in their writing narrative texts?

2. What is the dominant types of the errors make by the students in using simple past tense in their writing narrative texts?

E. Objective of the Study

1. To find out the types of errors do they make in their writing narrative texts

2. To find out the dominant types of errors make by the students in using simple past tense in their writing narrative texts

F. Significances of the Study

The result of this research is hoped fully useful for:

1. Theoritically

The result of the study are expected to enrich the literature on English teaching in writing a narrative text and to provide a beneficial for further research on an error of students skill in writing narrative texts especially in Past Tense

2. Practically

   a. For the English Teacher

   The researcher hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Besides that, the English Teacher is able to use an interesting media like using English diary to improve the students' ability in writing. After that, the teacher read their writing carefully to check their writing. Therefore, teacher can found new method to teach grammar not only past tense. So that, teacher can guide the students to write a narrative texts with correct tenses.

   b. For the Students, This research can be used to help students in writing. It means that, student can practice to make narrative texts. If students often practice to make narrative paragraph everyday, students will accustomed to write with less mistake. Beside that, students more careful to use their tenses in their writing.

c. For the researcher, to add their knowledge or their information about errors and as a new experience in teaching English grammar, and in learning process

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In conducting a research, theories are needed to explain some concepts or term applies concering to the research. It is useful to avoid misunderstanding between the researcher and the readers concerning the topic. The theories used in this study are as follows:

A.1. Tense

Tense commonly refers to the time of the situation which relates to the situation of the utterance or at the moment of speaking. There are many definitions of tense. One of them is as stated by Geoffrey Leech and Jan Svartvik stated that by tense we understand the correspondence between the form of the verb and our concept of time (past, present, future).

A.1.1. Simple Past Tense

According to Rahmah Fithriani she stated that: Simple past tense that describes an action which happened before the present time and is no longer happening. The simple past tense is used to describe an action finished in the past and to interrupt an action which was in progress in the past.[3] Past tense is a crucial component in writing narrative text. It may be difficult in English verb tense. That is the way to change the verb to communicative past action. First, usually they use

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[3] Rahmah Fithriani, (2010), *English Grammar,* Bandung: Cita Pustaka Media Perintis, P.81

multiple past tense markers, for example: *Did you palyed football?* That should be *"Did you paly football?"* And then, they make incorrect tense with a temporal adverb, like the use of *"Yesterday"*. For example: *He comes yesterday.* It should be *" He came yesterday".* They also make create incorrect tense with irregular verbs.[4]

A.1.2. The Use of Simple Past Tense

The simple past tense is a verb form that is used to express:

a. One action which happened or took place at a particular time in the past. For examples:

-He was in Japan last month

-They went to America last night

-Rini met her old friend yesterday.

A.1.3. Formula of Simple Past Tense

A.1.2.1. Verbal

Verbal is a sentence that starts with the verb and the subject follows. The subject can be follows. The subject can be a noun, a pronoun, a demonstrative, or a relative clause.

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[4] Anita, 2015, *An Error analysis on Using Simple Past Tense in Recount Text by the first Grade Students of SMA S.2 Salatiga in Academic Year of 2014/2015.* Unpublished Graduating Paper. Salatiga. Educational Faculty STAIN Salatiga.

Table 2.1. The Formula of Simple Past Tense

Affirmative	Subject + V2 + Objects/ Complement
Negation	Subject + Did + not + V1 + Objects/ Complement
Question	Did + Subject +V1 + Objects/ Complement

For example:

1. My dad bought a new car four days ago
2. Anita sent me a letter yesterday
3. My teacher went to New York last week

Statements with Past Tense Verbs

Use the simple past to talk about completed past events and activities.

Table 2.2. Statements with Past Tense Verbs

Affirmative	1. I helped my mom Last Sunday 2. We Listened to music two days ago
Negative	1. We didn't order pizza last night 2. I didn't cook Sushi yesterday

Yes/No Questions

Simple past yes/no questions include *didn't* before the subject. Note the main verb in the question is in simple form. There is no final *–ed* ending in the question form.

Table 2.3. Yes/No Questions

	Example	Affirmative	Negative
Affirmative Questions	1. Did your mother cook last night?	Yes, she did	No, She didn't
Negative Questions	1. Didn't they paint their house a few years ago?	Yes, they did	No, They didn't

A.1.2.2. Nominal

Nominal sentence means that the verb used in the sentence is *be* verb. *Be* is an irregular verb. The simple past tense form of the verb is was/were.[5] The formulation is as follow:

Table 2.4. Nominal

Affirmative	Subject +To be (was/were) + Noun/adjective/adverb
Negation	Subject +To be (was/were) + Not + Noun/adjective/adverb
Question	To be (was/were) + Subject + Noun/adjective/adverb

For Example:

1. Rina was sad yesterday
2. Your house was empty last night
3. We were in hospital last Friday

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[5] Ibid. p.117

A.1.4. Regular and Irregular Verb

A.1.4.1. Regular Verb

The form of regular verb can be divided by; adding ed, add d only, spelling notes, add change (y) by (i) before adding ed.

Example:

VI	V2
Clean	Clean**ed**
Close	Clos**ed**
Admit	Admitt**ed**

A.1.4.2. Irregular Verb

If we want to use irregular verbs of a tense, we must know the principal parts of the verb itself. The first principal part of a verb is the simple form of the verb. The second one is the past form and the third one is the past participle. Sometimes all three principal parts are different, sometimes the second and the third ones are alike, sometimes the first and the third ones are alike, or event sometimes all three principal parts are alike.

Examples:

VI	V2	V3
Begin	Began	Begun
Become	Became	Become

Come	Came	Come
Drink	Drank	Drunk

A.2. Error

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It means that the phrase 'systematic deviation' in this devinition is a key word which can be interpreted as the deviation which happens repeatedly. According to Hasyim, errors in foreign teaching especially in English are the cases which are difficult enough to avoid. Weireesh in Eslami considers learners' errors to be particular importance because making errors is a device the learners use in order to learn. An error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. According to Brown says that errors as noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Errors are ruled-governed, they are systematic and show the lack of knowledge of learners. It means that the students make language deviation then he/she gets wrong or fail. It reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct.

A.2.1. The Types of Error

To know the type of error need a process of analysis. There are four types of error based on how the linguist's views. Some classify type of error based on error taxonomy by Dullay. They are: The error of Omission, The error of Addition, The error of Misformation, The error of Misordering. Here are the explanations.

A.2.1.1. The Error of omission

Error of omission is the absence of an item that should appear. "Errors of omission where some element is omitted which should be present." The learner omits the item that should appear in the good utterance. "Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes." Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

Example: Angelina is an actress

From the explanation and example above, the word Angelina and actress are content morphemes because Angelina and actress is noun and has a mayor meaning. The words is and an are grammatical morphemes because they are verb auxiliaries and article, and they are also play a minor meaning in that sentence.

"Omit grammatical morphemes are more frequently than content words." It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (-ed,- ing, -s) correctly. Omit content morphemes are typically made by the learner in the early stage. It happens because the learner still has limitation of the vocabulary which is used in the sentences.

A.2.1.2. The error of Addition

Addition is the opposite of omission. Addition is "the presence of an item that must not appear in well-formed utterences"[6]. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example: She didn't studied yesterday

From the example above, the learner want to tell that she didn't study yesterday. She knows that to tell the past event, she has to use the past verb, but she puts two items for the same features; didn't and studied.

A.2.1.3. The error of Misformation

Misformation defined misformation as use of the wrong form of a structure or morpheme. In other words, the error of using one grammatical form in the place of another grammatical form or the learner supplies something, although it is incorrect. For example:

1. *it is an book*

   This sentence should be 'It is *a* book'

2. *The dog eated the chicken*

   It should be: The dog *ate* the chicken

3. *I doesn't know him*

   It should be: I *don't* know him

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[6] Rod Ellis, (2015), *The Study of Second Language Acquisition*, 2nd Edition, New York: Oxford University Press, p. 52

A.2.1.4. The Error of Misordering

Error of ordering is the error where the items presented are correct but wrongly sequences.

For example, I have pen blue.

From the example above, the items are correct, but the writer doesn't put the items in the appropriate order.

A.2.2. The Sources of Error

By determining the sources of error, the teacher will understand how the learner made the errors. According to Brown, there are four sources of error; interlingual transfer, intralingual transfer, context of learning, and communication strategies.

A.2.2.1. Interlingual Transfer

Interlingual transfer is also known as the native language transfer because the errors are caused by the learner's first language. Like Brown said, "The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference." The second language is familiar with the learner, the native language is the only linguistic system that is mastered by the learner. Because of this fact, it's easier for the teacher to analyze the errors from the learner if the teacher has been familiar with the learner's first language.

For example, I breakfast and then I go to the zoo yesterday. The sentence supposed to write, I had breakfast and then I went to the zoo yesterday.

To identify an interlingual error, researcher can translate the grammatical form of the learner's phrase or sentence into the learner's first language to see the similarity exist. From the sentence above, it can be known that the learner didn't put had and didn't change go to went because there's not rules in learner's first language.

A.2.2.2. Intralingual Transfer

Intralingual transfer is the main factor in learning second language. In this stage, the errors come from the partial learning rather than the transfer itself. "Intralingual errors occur as a result of learners" attempt to build up the concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways." In the other hand, the error is a result of the faults concept and hypotheses of the learner in learning the second language.

Example: "She goed to the market"

From the example above, the learner is doing negative intralingual transfer or overgeneralization. In learning the simple past tense above, the learner knows about the rules of the simple past tense itself; he/she knows that the rules of the simple past tense use verb two by adding –ed, but she/he make wrong concept and hypotheses because the partial learning. The verb go doesn't become goed, but went The learner doesn't know that there are irregular and regular verb. In short, the example above proves that overgeneralization or negative intralingual transfer

is done by the learner because the learner overgenerates the rules in wrong concept.

A.2.2.3. Context of Learning

Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. "Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning." The teacher or a textbook can be one of the sources of errors that made by the learners in the classroom. It is caused by the learner make faulty hypothesis about the language. The learners often make error because of misleading explanation from the teacher, the faulty presentation of the structure in textbooks, or the concept of item that is memorized by drilling but it's not proper with the other context.

A.2.2.4. Communication Strategies

Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. "A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication." Communication strategies caused by the learners' learning techniques. To sum up, there are some sources that may lead errors in learning target language. Those sources may come from the interference of native language to the target language, the lack of competence of the target language, the learning environment and personal learning strategies.

A.3. Writing

Writing is one of the most significant culture accomplishments of human being. It allows us to record and convey information and stories beyond to immediate moral.[7] Writing allows us to communicate at distant place or a distant time. Writing is a psychological activity of the language user to put information in the written text.Writing as a process of expressing ideas or thoughts in words.[8]

Writing is very important because it is one of the language skills that must be possessed by students. Through writing students can reveal or express their ideas or opinions, thoughts, and feelings they have. Also, it can develop the power of thought and creativity of students in writing.[9]

According to Dayij said that writing is an integrative skill and in important, constructive, and a complex process. Writing is a waay of uncovering ideas as well as expressing them. When speaking, you can modify whay you say by repeating, rephasing, hesitating starting again, gesturing. Writing is transferring information or expression of original ideas in a successive way in the new language. You can improve your message by looking angry or encouraging, raising your eyebrows, digging your elbow into the other person's ribs, and so on.

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[7] Henry Rogers, (2005), *Writing systems: a Linguistics Approach.* (Oxford Blackwell Publishing: p.1

[8] Sutanto Leo, dkk, (2007), *English for Academic Purpose : Essay Writing.* Yogyakarta : Andi Offset, P.1

[9] Kartika, (2017), *An Analysis of Students' Ability in Retelling Narrative Text in Written Form*, Vol. 10 (1), 2017, p.104-118

As a listener, you can check the message by asking for repetition or clarification, by looking doubtful or puzzled or in certain countries by hand movements.[10]

Writing is functional communication, making learners possible to create imagined words of their own design. But many people consider that writing skill is the most difficult skill to develop. In the process of studying and acquiring new languages writing process is more complex than other skills. People realize that writing cannot stand alone without any other supported skills, writing has relations with reading. All writers rely on their skills as reader, because all writers must be readers.You cannot write without acknowledge your experience through reading. Through reading you can understand how the language work to communicate ideas, through reading you can evaluate how vocabulary constructs together as a certain rules of grammar or how the use of spelling, grammar, punctuation, word choices, and other elements construct as a good written text. Reading helps you to be a good writer.

From the statements, it can be inferred that writing is a complex process about how the writer conveys his or her ideas, feelings, thoughts, without ignoring spellings, punctuation and grammatical rules, the writer's ideas it means writing as communication. When talking about writing, in the Holy Qur'an also explain about it.

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[10] Muhammad Dayji, (2011), *Teaching and Assesing Writing Strategies for Secondary School Students and Investigating Teachers andd Students Attitudes towards Writing Practice*. Int J Edu Sci. III (1). p.25.

Allah said in the Holy Qur'an Q.S. Al-Qalam Verse 1:

$$ ن ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ $$

Mean: " *Nun, By the pen and by what they (the angels) write (in the records of men). (Al-Qalam : 1)*[11]

Based on those verses, Allah SWT explained that He taught human being by pen *(qalam).* Discovery of pen and writing are the greatest gifts from God. By writting, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.[12]

Based on this verse, Allah SWT asked human to write. Writing is one of important skill for human. Writing is one of ability of human to communicate each other.

In Holy Qur'an QS. Al- Alaq verse 1-5:

$$ اقْرَأْ بِاسْمِ رَبِّكَ الَّذِيا خَلَقَ (1) $$

$$ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) $$

$$ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) $$

$$ الَّذِي عَلَّمَ بِالْقَلَمِ (4) $$

$$ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5) $$

Meaning: *1. Recite in the name of your Lord who created. 2. Created man from a clinging substance. 3. Recite, and your Lord is the most Generous. 4. Who taught by the pen. 5. Taught man that which he knew not.*

Based on this verse the aim of Allah lower this verse is the word qalam in the third verse of Al-Alaq is interpreted as lauhul mahfudz, the book in which all

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[11] Muhsin Khan, (1999), *Interpretation of The Meanings of the Noble Qur'an in the English Language,* Riyadh-Saudi Arabia : Darusalam Publication, p: 745.
[12] Ibid., p. 99

things in the universe have been written. Even God has pointed out by ordering his angels to record and record all the deeds of human deeds. Therefore, we as human beings and His creation must also have records to store what we have "read" and "think", whether in the form of writing in books, data in computers, or other. Thus, it is proper to "read", "to think" and "to write" to be commanded by God to be the things man must do when he is about to explore things related to scholarship. Because in essence, it is Allah Who teaches all knowledge to man. This is what He conveys with the last verse of the first revealed revelation. "He taught man what he did not know."

According to the theories and all of the verses, writing is one of the four language skills. It is considered to be difficult skill for learners because it requires effort in the process of thinking to produce not only context but also symbols, producing context in a written form is required for delivering the message to the reader.

A.3.1. The Process of Writing

According to Walter these are number of stages of writing process such as:

a. Pre-Writing

Pre-writing experience help students tap into background knowledge and experience and develop the need to desire to write. Pre-writing activities involve

students in collecting a resource pool of possible writing ideas, vocabularies, and languages structure.

b. Drafting

In drafting, the students cannot down their thoughts using scribbles, drawing, letters, or more conventional writing. The purpose here is to get ideas and thoughts down on paper.

c. Sharing and responding

Students share their writing with a partner, group or teacher. They can do so informally, collaboratively, or as a part of writer's conference. Students respond to writing in supportive and helpful ways by modeling positive responses and thought questions.

d. Revising writing

Students incorporate feedback from responses and make corrections, additions to their writing. This stage concerns itself with both content the flow and communication of thought and mechanics.

e. Publishing

Publishing is the culmination of significant work with presents the outcome of writing activity to the readers. There are numerous ways in which students can publish their works. In this stage, the writer can add pictures, make a book, or read the writing aloud.

Based on the explanation above, writing is one of the skills that should be mastered by the students. Writing is the activity of someone to express their ideas, contents and opinions in their mind or brain. When they are writing, they are using the grammar to make their paper easy to understand. The genre of writing is rhetorical structure, grammatical patterns or linguistic feature and communicative purpose. In brief, writing

is not a simple activity. There are some processes of writing that should be passed by the writer. The process of writing are: prewriting includes exploring topics, choosing a topic, and beginning to gather or organize details before you write, drafting involves getting you're your ideas down on paper in roughly the format you intend for the finished work, revising is the stage in which you rework your first draft to improve its connect and structure, publishing is the sharing of your work with others.

A.3. 2. The Assessment of Writing

A test of language is something that must be done by teachers in language learning. Through Asses assessment will be known objectively student learning outcomes. Assessment will get good result if aspects are assessed in writing presented in more detail. Writing activities involving aspects of the use of punctuation and spelling, use of diction and vocabulary, phrasing, paragraph development, processing ideas and development model essay. In connection with it, according to Zaini Machmoed in Nurgiyantoro states that the categories subject matter in the composing include:

a. The quality and scope of content

b. Organization and presentation of content

c. Style and form of the language

d. Mechanics grammar, spelling, punctuation, writing neatness and cleanliness

e. Teacher's effective response to the paper

the elements composing assessed is the content (content, the ideas presented),

from (organization of contents), grammar (grammar and sentence patterns), style (style: the choice of structure and vocabulary) and mechanics (spelling). When is viewed from both these opinions can be concluded that the main elements in composing assessed are the quality of essay content which is followed by the organization, style, spelling, and punctuation.[13]

A.3.3. Genre Based Writing

Teaching and learning writing cannot be separated from the genre. It can be viewed as a type of text or writing text. It is typical model of writing product which having different features and characteristics. According to Dirgeyasa argues that the genre persepective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how be writing work is developed, taught and learned. In this case, there is process of production and reproduction.[14]

In English learning, there are some genres text that should be learned and mastered by learners, according to Dirgeyasa there are many genres such as: descriptive text, recount text, narrative text, procedure text, report text, explanation text, discussion text, hortatory exposition tex, analytical exposition text, newa item, spoof text, and annecdote text. In short, genre refers to the goal oriented in writing a text with specific purposes. Every genre has own rhetorical structure, grammatical patterns or linguistics features and the communicative purpose. In teaching and learning based writing, the teacher and the students must

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[13]http://www.zakymedia.com/2013/06/kajian-teori-hakikat-kemampuan-menulis.html. Acessed on Sunday, 05 February 2017

[14] Dirgayesa, (2014), *College Academic Writing-A Genre based Perspective*, Medan: Unimed Press. Page:17

understand the three fundamentals components of genre-based writing. Here is the explanation of three fundamentals which contain in genre writing commonly.

A.4. Narrative Text

A.4.1. Definition of Narrative Text

Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to entertain often times meant to give moral lesson to the readers. Narrative is the most common of writing because the writer just tells his/her story without any purposes.[15]

Narrative is a form of writing used to relate the story of act or events. Narration places occurrences in time and tells what happened according to natural time sequence, it means that after reading a narrative text, the reader would be expcted to understand and comprehend one event or act from the beginning until the end. Using chronological order can convey the story or event.

Narrative text defines as a story or book which is in the form of story or series of events of a story. It is a text telling a story, deal with problematic which lead to a crisis or turning point of some kind which in turn find a resolution.The communicative purpose of narrative text is to entertain readers about the story and to teach and inform writer's reflection on experience. There are many kinds of narrative text, such as fairy tales, mystery, science fiction, romance, horror, etc.[16]

A.4.2. The Steps to Write a Narrative Text:

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[15] Rodearta Purba, (2018), *Advances in Language and Literary Studies,* Vol. 9, No. 1, Januari 2018, p. 29

[16] Sulaiman, (2017), *Improving Students' Achievement in Writing Narrative Text Through Modelling Technique in The Second Semester Of The Eight-Year Students of Public Junior High School 2 Blitar. International Research-Based Education Journal* ,Vol.1, No.1, January 2017, p.47

1. Determine the first theme and the message to be delivered

2. Set the target reader

3. Design of the main events that are shown in schematic from the groove

4. For the main event in the beginning, progress, and end of story

5. Details of the main events in the details of the event as a supporting story

6. Develop character and disposition, background, and angle of view

7. Understand the rules of Punctuation in the sentence.

A.4.3. The Social Function of Narrative Text

In line with the concept above, the social function or purpose of Narrative writing is to amuse, to entertain and to deal with actual or vicarious experience in different way. Then, the narrative is also to gain and hold a readers' interest.

A.4.4. Generic Structure of Narrative Text

Actually, every genre has its own characteristic in terms of the rhetorical structure and textual elements; the narrative writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own function. It states what the element is for. The rhetorical structure and textual elements of narrative writing consists of (1) Orientation, (2) Complication, (3) Resolution. In detail, The rhetorical structure and textual elements function as follows.[17]

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[17] I Wy. Dirgeyasa, (2016), *College Academic Writing: A Genre-Based Perspective,* Jakarta: Kencana. P. 16-17

Table 05

Generic Structure of Narrative Text

Textual Elements	Functions
Orientations	a. It consists of theme or topic to be informed. b. Introducing the characters of the story, the time and the place the story happened (who, what, when, and where). c. It enables to attact and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	a. A series of events in which the main character attempts to solve the problem. b. The complication usually involves the main characters (often mirroring the complications in real life).
Resolution	a. The ending of the story containing the problem solution. b. The complication may be resolved for better or worse/ happily or unhappily. c. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

In some references about the Narrative text, there is additional generic structure in the Narrative Text, namely the addition of Coda after resolutio. So the composition of Narrative text is Orientation, Complicatio, Resolution, and Coda.

Coda is the last part of the structure Narrative Text that contains changes in the character and lessons to be learned from the story. This is a closing/conclusion remark to the story and it's optimal. It consists of moral lesson, Advice or teaching from the writer.

B. Conceptual Framework

Teaching is the process of giving something to somebody in order to be able to do something. Writing is the mental work of infenting ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear. So the learners should know how to write well and what are they need to write a good sentence based on grammar to describing their ideas or opinion from their writing. Writing can be defined as a process of expressing and organizing the ideas and feeling and find the right words to make them on a piece of paper.

The purpose of writing is to communicate the ideas or opinion from your mind to another mind in the written text. Writing narrative text is the process in which someone or writers write an event or a story about his/her experiences that had in the past time. When students write automatically they are express their feeling or ideas in their writing, what they want to write from word by word be a sentence and then paragraph. They are thinking to make a sentence is difficult, because grammar made them confuse. Consequently, they cannot compose their writing into correct way or in flow manner or they continue to write without considering the error they produce. Therefore, some mistakes will be able when the students do not understand in grammar. Many of students commonly make error in grammar especially in their writing, such as verb tenses and sentences pattern for their writing.

The students of Eleventh Grade Students At MAS PAB 2 Helvetia are make errors to write in English, they do not understand the best of grammar, using the verb tense and sentence pattern. They only know the grammar in Indonesia, but in reality writing in English is not same with Bahasa. In Bahasa, we do not have a role to write something, in English should use it, to write a narrative text some of them are confuse and make errors, they do not master the use of verb in narrative text. Sometimes they forgot to change V1 become V2.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research will use qualitative research. According to Sugiyono said that qualitative research method is a research method based on the concept of postpositifsime, which to the public on the condition of natural objects.[18]

Descriptive qualitative research which answers the problems of errors commonly found in students' writing. This research can be named as a descriptive research because the data is described using words that tell its condition.[19]

According to Salim and Syahrum said that qualitative research method is a type of research that the discovery procedure does not employ statistical or quantification procedures.[20] Qualitative research deals with a kind of research which does not use statistic procedures in analyzing the data. In a qualitative research, the researcher tends to prior in accurate explanation to analyze and present what have been found.

Qualitative research is characterized by verbal description as its data. It means that data of the study was analyzed by describing, identifying and analyzing the text. Descriptive research means that the data of the study was described or explain. qualitative research is a research that is used to describe and

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[18] Sugiyono, (2013), Statistik untuk Penelitian, Bandung: Alfabet, p.15
[19] Suharsimi Arikunto, (2010), *Prosedur Penelitian Suatu Pendekatan Praktik,* Jakarta: Rineka Cipta, p.1
[20] Salim and Syahrum, (2016), Metodologi Penelitian Kualitatif, Bandung: Ciptapusktaka Media, p.41

analyze phenomena, event, social activity, attitude, belief, perception and people' thinking either in individual or in a group.[21]

B. Research Setting and Sample

The subject of the study is the class of eleventh grade students of MAS PAB 2 Helvetia in the academic year 2017/2018. The sample of this research are the students in class XI IPA-1. Reseacher chooses the sample from IPA are 31 students to analyze their writing.

C. Data Collection

In getting the data from the location, the researcher use instrument as following:

1. Interview

The aimed of this interview to get more informations about the students will research. The reasons of the students make the grammatical errors in writing narrative text.

2. Test

The test will arrange according to the indicators that are important to the researcher. The students will write their opinion based on the instruction of the test. The researcher asks the students to write a narrative text. The students will have 60 minutes to write a narrative text and they may write anything what they want.

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[21] Umar, (2016), *An Analysis of Errors on The Using Simple Past in Writing A Narrative Text,* Vol. 10 No.1 Maret 2016, p.22

The researcher will be use an writing test as the instrument of her research. In the test the students asked to write a narrative text based on their experiences. Then their narrative text writing observed and analyzed of verb tense and word form. And for the causes of errors they are intralingual transfer, interlingual transfer, context of learning, and communication strategies.

First, the researcher prepare the instrument of the test. Second, the writer ask permission to the headmaster of Madrasah Aliyah Swasta PAB 2 Helvetia to do the research. Next, the researcher give the test to the students, but before the students write the test, the researcher give the explanation and instruction first to the students how to do the test. After that, the data is collected. After the data has collected, the researcher identify students' writing errors to find the most common errors and to find the causes of errors. The last after get the result the data is interpreted.

D. Data Analysis

Data analysis will start after all the students' narrative text writing collected. The second step in analyzing students' error is identification of the errors. The identification was done by reading the students' writing task. The third step is description the errors make according to Dulay's Surface Strategy Taxonomy. The Taxonomy talked about many errors types that commonly found in the second language learners' sentences. The types of errors are: Omission, Addition, Misinformation, and Misordering. If the sentences contained errors, they are classified according to the error types taxonomy. The result of the classification is calculate by the frequency and the percentage of each error.

And then, the researcher use percentage to analyze the data. The formula use is as a follow:[22]

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P = Percentage

F = Frequency of error made

N = Number of sample which is observed

Table 06
Table of Error Frequency

Error Types	Frequency of Errors	Percentage (%)
Omission		
Addition		
Misinformation		
Misordering		
Total		

[22] Eko Mulyono, (2017), *Errorsi in Narrative Text Committed by Students of Grade Xi of Vocational High School State 4 Surakarta Academic Year 2014/2015,* Vol. 18, No. 2, Agustus 2017: 25-37.p.29

E. Research Procedure

The procedures that used in this research will the following:

1. Test

To collect the data, the researcher will come to the class and ask the students to write

narrative text, they are writing a narrative text in theme "Unforgettable Experience ".

2. Analyze

The researcher will be collected their worksheet and trying to analyzed their writing

narrative text. In this way, the researcher will trying to get data as objective as possible. After collecting the data from the test, the students' writing is analyzed by focusing on their grammatical errors. The techniques of data analysis used in this research are descriptive analysis and quantitative. technique which allows the writer to describe some students' errors and to use numerical data in this research.

F. Validity of Test

The Validity of the test means to determine if they measure what is intended to measure. In this research, I prepared the test that is not difficult and not too easy. I set the test that relates to the curriculum that the teacher uses to teach English grammar that has been given to the students when they were in 2017/2018

Academic Year. Based on the explanation about the test, I considered that the test is valid.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After collecting the data from the test, the writer found some errors made by the students in using simple past tense in writing narrative texts. There were four types of errors found in their writing narrative texts by Eleventh Grade students in MAS PAB 2 Helvetia including errors of omission, errors of addition, errors of misformation, and error of misordering.

Table 07

The Identification of the Errors of student 1

Identification of Error	Description Error Clasification	Explanation	Correction
Last March, when my best friend birthday, we are make a surprise	Misformation	**Misformation** "are make" should be replaced to "made"	Last march, when my best friend birthday, we made a surprise.
I give she gift	Misformation Addition	**Misformation** "give" should be replaced to "gave" **Addition** "she" should be replaced to "her"	I gave her a gift

I give she a pink doll	Misformation Addition	**Misformation** "give" should be replaced to "gave" **Addition** "she" should be replaced to "her"	I gave her a pink doll
She is very happy	Misformation	**Misformation** "is" should be replaced to "was"	She was very happy
We lunch a fried rice in she house.	Omission Misformation	**Omission** After Subject put "had" **Misformation** "she" should be replaced to "her	We had lunch a fried rice in her house.
She cooked a fried rice by *his self* and *make a* orange juice.	Misformation Misformation Misformation	**Misformation** "His self" should be replaced to "herself" because the subject is SHE. **Misformation** "make" should be replaced to "made" **Misformation** "a" should be replaced to an	She cooked a fried rice by herself and made an orange juice.
I think it is my Unforgettable experience	Misformation Misformation	**Misformation** "Think" should be replaced to "thought"	I thought it was my unforgettable experience.

| | | **Misformation** | |
| | | "is" should be replaced to "was" | |

Table 08

The Identification of the Errors of student 2

Identification of Error	Description Error Clasification	Explanation	Correction
My experience *unforgettablei s* when my dad died	Misordering Misformation	**Misordering** "Unforgettable" should be replaced after "my" **Misformation** "is" should be replaced to "was"	My Unforgettable Experience was when my dad died.
That so make me sad	Misformation	**Misformation** "That so make me sad" should be change become "It made me sad"	It made me sad.
People who always make me happy go suddenly	Addition Addition	**Addition** "always make" should be replaced to "made" **Addition** "go suddenly" should be replaced to " died"	People who made me happy died.
Didn't move at all	Misformation	**Misformation** "Didn't move at all" Should be replaced to	Could not move

		"could not move"	
I *think* he was sleeping	Misformation	**Misformation** "Think" should be replaced to "Thought"	I thought he was sleeping
I saw my mom she was sotting.	Misformation	**Misformation** "was sotting" should be replaced to " Shouted"	I saw my mom shouted.
I still didn't understand	Misformation	**Misformation** "I still didn't understand" Should be replaced to " I didn't believe"	I didn't believe.
All like a dream		**Addition** "All like a dream" should be replaced to " It was like a dream"	It was like a dream.
I see it just	Misformation	**Misformation** "See" should be replaced to "saw"	I saw it just
I realized that he had gone	Misformation	**Misformation** "had gone" should be replaced to "died"	I realized that he died
I am so lost it. I miss him so much.	Addition Misformation	**Addition** "am" should be delete. "it" should be replaced to "him" **Misformation** "Miss" should be replaced to "missed"	I lost him. I missed him so much

The time is so fast passed without I realizing he left me for eight years.	Misformation	**Misformation** "is" should be replaced to "was" "Realizing" should be replaced to "realized"	The time was so fast without I realized he left me for eight years
I hope he can calm down	Misformation	**Misformation** "Can" should be replaced to "could"	I hope he could calm down

Table 09

The Identification of the Errors of student 3

Identification of Error	Description Error Clasification	Explanation	Correction
I have homework to memorize Juz Amma. And I not memorize it	Misformation Omission	**Misformation** " have" should be replaced to "had" **Omission** Add "Did" after subject.	I had homework to memorize Juz Amma. And I didn't memorize it
I in school	Omission	**Omission** "After subject + was"	I was at school
I get punishment	Misformation	**Misformation** "get" should be replaced to "got"	I got a punishment
Because we stand up in front the classroom	Misformation	**Misformation** "Stand up" should be replaced to	Because we stood up in front of the classroom

		"stood up"	
		"in front" should be add to "in front of"	

Table 10

The Identification of the Errors of student 4

Identification of Error	Description Error Clasification	Explanation	Correction
Last holiday I and my friend go to Museum Rahmat	Misordering Misformation	**Misordering** "I and my friend" should be replaced to "My friend and I" **Misformation** "go" should be replaced to "went"	Last holiday My friend and I went to Museum Rahmat.
We go to Museum Rahmat by bus	Misformation	**Misformation** "go" should be replaced to "went"	We went to Museum by bus
It has a lot of history	Misformation	**Misformation** "has" should be replaced to "had"	It had a lot of history

Table 11

The Identification of the Errors of student 5

Identification of Error	Description Error Clasification	Explanation	Correction
I am have a squad	Misformation	**Misformation** "am have" should be replaced to " Had"	I had a squad
There five person	Omission	**Omission** "There five person" should be replaced to "There were five person"	There were five person
And the name	Omission	**Omission** "the name" should be replaced to "Their name were"	And their name were
I am alone	Misformation	**Misformation** "am" should be replaced to "was"	I was alone
The moment	Omission	**Omission** Add "at" before the	At the moment
I and my squad	Misordering	**Misordering** My squad and I	My squad and I
Were fighting	Addition	**Addition** "fighting" should be replaced to "fight"	Were fight

I am win	Misformation	**Misformation** "win" should be replaced to "won"	I won
My rank ascend	Omission	**Omission** "My rank ascend" should be replaced to " My rank was ascend"	My rank was ascend

Table 12

The Identification of the Errors of student 6

Identification of Error	Description Error Clasification	Explanation	Correction
Last Wednesday is schedule my picet	Misformation Misordering	Misformation "is" should be replaced to "Was" Misordering "Schedule my picet" should be replaced to " My schedule of picket	Last Wednesday was My schedule of picket
I am angry with my friend. Because my friend coming late and arrive in school	Misformation Addition	**Misformation** "am" should be replaced to "was" **Addition** "coming late" should be replace to " Came late" **Misformation** "arrive" should be	I was angry with my friend. Because she Came late to arrived at school.

		replaced to "arrived" **Addition** "in" should be replaced to "at"	
I shy because many people full stand behind me	Omission Misformation	**Omission** After subject I, should be add "was" **Misformation** "because many people full stand behind me" should be replaced to "because there were many people behind me"	I was shy because there were many people behind me.
That experience my unforgettable	Misordering	**Misordering** "That experience my unforgettable" should be replaced to " It was my unforgettable experience"	It was my unforgettable experience

Table 13

The Identification of the Errors of student 7

Identification of Error	Description Error Clasification	Explanation	Correction
When I am young	Misformation	**Misformation** "am" should be replaced to " Was"	When I was young
It is unforgettable experience me	Misformation Misordering	**Misformation** "Is" should be replaced to "was" **Misordering** "Unforgettable experience me" should be replaced to " My Unforgettable experience"	It was my unforgettable experience
My mom buy me a new shoes	Misformation	**Misformation** "Buy" should be replaced to "Bought"	My mom bought me a new shoes

Table 14

The Identification of the Errors of student 8

Identification of Error	Description Error Clasification	Explanation	Correction
Last year when I was birthday, my dad buy me a new computer	Misformation	**Misformation** "Buy" should be replaced to "Bought"	Last year when I was birthday, my dad bought me a new computer
My mom and my dad give me a special gift	Misformation	**Misformation** "give" should be replaced to "gave"	My mom and my dad gave me a special gift
I think it was useful for I	Misformation Addition	**Misformation** "think" should be replaced to "thought" **Addition** "I" should be replaced to " me"	I thought it was useful for me

Table 15

The Identification of the Errors of student 9

Identification of Error	Description Error Clasification	Explanation	Correction
Three day ago, I borrow my book friend	Addition Misformation Omission	**Addition** "day" should be replaced to "days" **Misformation** "borrow" should be replaced to "borrowed" **Omission** "My book friend" should be replaced to "My friend's book"	Three days ago, I borrowed my friend's book
When I meet my friend	Misformation	**Misformation** "meet" should be replaced to "Met"	When I met my friend
I told a accident	Misformation	**Misformation** "a" should be replaced to "an"	I told an accident
I found it in my bed. And I return it	Addition Misformation	**Addition** "in" should be replaced to "under" **Misformation** "return" should be replaced to "returned"	I found it under my bed. And I returned it

Table 16

The Identification of the Errors of student 10

Identification of Error	Description Error Clasification	Explanation	Correction
Seven months ago my cat is die.	Misformation	**Misformation** "die" should be replaced to "died" as a verb.	Seven months ago my cat died.
My name cat	Misordering	**Misordering** "Should put apostrophe"	My cat's name
Pupus have big eyes	Misformation	**Misformation** "have" should be replaced to "had"	Pupus had big eyes
There is a man who ride his motorcycle	Misformation	**Misformation** "Is" should be replaced to "was" "ride" should be replaced to "rode"	There was a man who rode his motorcycle

Table 17

The Identification of the Errors of student 11

Identification of Error	Description Error Clasification	Explanation	Correction
Last week my family and I went to the beach. I am very happy	Misformation	**Misformation** "Am" should be replaced to "was"	Last week my family and I went to the beach. I was very happy
We go with car	Misformation Addition	**Misformation** "go" should be replaced to "went" **Addition** "with" should be replaced to "by"	We went by car
We need three hours	Omission	**Omission** "need" should be replaced to " spent"	We spent three hours
My young brother make a sand castle	Misformation	**Misformation** "make" should be replaced to "made"	My young brother made a sand castle
It is we unforgettable experience	Misformation Addition	**Misformation** "is" should be replaced to "was" **Addition** "we" should be replaced to "our"	It was our unforgettable experience

Table 18

The Identification of the Errors of student 12

Identification of Error	Description Error Clasification	Explanation	Correction
I am visit Java	Misformation	**Misformation** "Visit" should be replaced to "visited"	When I visited Java
He is have a wife	Misformation	**Misformation** "is have" should be "had"	He had a wife
I run away, because I am afraid and my mom laugh. It was my experience bad	Misformation	**Misformation** "run" should be replaced to "ran" "am" should be replaced to "was" "laugh" should be replaced to "laughed" "my experience bad" should be replaced to "my bad experience"	I ran away, because I was afraid and my mom laughed. It was my bad experience

Table 19

The Identification of the Errors of student 13

Identification of Error	Description Error Clasification	Explanation	Correction
Liked memorizing to gether	Misformation	**Misformation** "Memorizing" should be replaced to "memorize"	For example like memorize together
We very like when a rest is do game to make a leverer	Misformation	**Misformation** "do game" should be replaced to "Played a game"	We liked when rest time. We played a game who could make us clever.

Table 20

The Identification of the Errors of student 14

Identification of Error	Description Error Clasification	Explanation	Correction
Last month, I went to the zoo. We went with car with my family big	Addition Misordering	**Addition** "with" should be replaced to "by" **Misordering** "My family big" should be replaced to "My big Family"	Last month, I went to the zoo. We went by car with my big family
We spend 5 hour	Misformation Omission	**Misformation** "Spend" should be replaced to "spent" **Omission** "hour" should be	We spent five hours

		replaced to "Hours"	
When we arrive, I look there are many kind animal	Misformation Addition	**Misformation** "arrive" should be replaced to "arrived" "Look" should be replaced to "saw" "are" should be replaced to "were" **Addition** "kind" should be replaced to "kinds"	When we arrived, I saw there were many kinds of animal.
I am afraid with snake	Misformation	**Misformation** "am" should be replaced to "was"	I was afraid with snake
But my young brother is very happy	Misformation	**Misformation** "Is" should be replaced to "was"	But my young brother was very happy

Table 21

The Identification of the Errors of student 15

Identification of Error	Description Error Clasification	Explanation	Correction
I visit my grand mother house.	Misformation Omission	**Misformation** "visit" should be replaced to "visited" **Omission** "Grand mother house" should be replaced to "grand mother's house"	I visited my grand mother's house.
She is very kind	Misformation	**Misformation**	She was very

with me		"is" should be replaced to "was"	kind with me
In front a house my grand mother	Addition Omission	**Addition** "in front" should be replaced to "in front of" **Omission** "house my grand mother" should be replaced to "My grand mothers' house"	in front of My grand mother's house
There is tree rambutan. I climb tree	Misordering Omission	**Misordering** "tree rambutan" should be replaced to "Rambutans' tree" **Misformation** "climb" should be replaced to "climbed"	There was rambutans' tree. I climbed the tree
We get a lot of rambutan	Misformation	**Misformation** "get" should be replaced to "got"	We got a lot of rambutan
We sleep in my grand mother house	Misformation Omission	**Misformation** "sleep" should be replaced to "slept" **Omission** "My grand mother house" should be replaced to "My grand mother's house"	We slept in my grand mother's house

Table 22

The Identification of the Errors of student 16

Identification of Error	Description Error Clasification	Explanation	Correction
Last examination we go to the beach	Misformation	**Misformation** "go" should be replaced to "went"	Last examination we went to the beach
We play boat banana	Misformation Misordering	**Misformation** "play" should be replaced to " played" **Misordering** "boat banana" should be replaced to "banana boat"	We played banana boat

Table 23
The Identification of the Errors of student 17

Identification of Error	Description Error Clasification	Explanation	Correction
My friend and I go to the Maimun palace	Misformation	**Misformation** "go" should replaced to "went"	My friend and I went to the Maimun palace
We go there using grab car	Misformation Addition	**Misformation** "go" should be replaced to "went" **Addition** "using" should be replaced to "by"	We went there by grab car
We buy tickets	Misformation	**Misformation**	We bought

		"buy" should be replaced to "bought"	tickets
We wear custom tradition	Misformation	**Misformation** "wear" should be replaced to wore"	We wore custom tradition

Table 24

The Identification of the Errors of student 18

Identification of Error	Description Error Clasification	Explanation	Correction
We play football yesterday	Misformation	**Misformation** "Play" should be replaced to "played"	We played football yesterday
My group win it. Our score are 2-0	Misformation	**Misformation** "Win" should be replaced to "won" "are" should be replaced to "were"	My group won it. Our score were 2-0
We get the high score	Misformation	**Misformation** "Get" should be replaced to "got"	We got the high score
After that, we lunch bakso together. It is very nice and delicious	Misformation	**Misformation** Put "had" before lunch. "bakso" should be replaced to "meatball"	After that, we had lunch meatball together. It was very nice and delicious

		Misformation "is" should be replaced to "was"	

Table 25

The Identification of the Errors of student 19

Identification of Error	Description Error Clasification	Explanation	Correction
Last Monday I came late. When all of they had ceremony.	Addition	**Addition** "They" should be replaced to "them"	Last Monday I came late. When all of them had ceremony.

Table 26

The Identification of the Errors of student 20

Identification of Error	Description Error Clasification	Explanation	Correction
Last week we watch a movie in the cinema	Misformation	**Misformation** "watch" should be replaced to "Watched"	Last week we watched a movie in the cinema
My friend ticket buy her	Misformation	**Misformation** "My friend ticket buy her"should be replaced to "My friend bought a ticket"	My friend bought a ticket
In Front the screen	Omission	**Omission** "in front the	in front of the screen

		screen" should be replaced to " in front of the screen"	

Table 27

The Identification of the Errors of student 21

Identification of Error	Description Error Clasification	Explanation	Correction
My mom buyed sushi in Lippo Plaza	**Misformation**	**Misformation** "buyed" should be replaced to "bought"	My mom bought sushi in Lippo Plaza
We eated Salmon sushi	Misformation	**Misformation** "eated" should be replaced to "ate"	We ate Salmon sushi
Sushi was my favorite food my mom	Misordering	**Misordering** "favorite food my mother" should be replaced to " My mom's favorite food"	Sushi was My mom's favorite food
We buyed 4 plates	Misformation	**Misformation** "buyed" should be replaced to "bought"	We bought 4 plates
My mom spend one plate	Misformation	**Misformation** "spend" shoud be replaced to "ate"	My mom ate one plate

Table 28

The Identification of the Errors of student 22

Identification of Error	Description Error Clasification	Explanation	Correction
Yesterday my mom go to the hospital	Misformation	**Misformation** "go" should be replaced to "went"	Yesterday my mom went to the hospital
My mom visit my family	Misformation	**Misformation** "visit" should be replaced to "visited"	My mom visited my family

Table 29

The Identification of the Errors of student 23

Identification of Error	Description Error Clasification	Explanation	Correction
My unforgettable experience when my mom teach me how to cook a delicious cake	Misformation	**Misformation** "teach" should be replaced to "taught"	My unforgettable experience when my mom taught me how to cook a delicious cake
Last week I learned how to	Misformation	**Misformation** "Learned" should be replaced to "learnt"	Last week I learnt how to
My mom explain	Misformation	**Misformation** "explain" should be replaced to "explained"	My mom explained

It was the first time for I made a brownies	Misformation	**Misformation** "I" should be replaced to "me"	It was the first time for me made a brownies

Table 30

The Identification of the Errors of student 24

Identification of Error	Description Error Clasification	Explanation	Correction
Last Wednesday I and friend visited library	Misordering	Misordering "I and friend" should be replaced to " My friend and I"	Last Wednesday My friend and I visited library
We go there by motorcycle	Misformation	Misformation "go" should be replaced to "went"	We went there by motorcycle

Table 31

The Identification of the Errors of student 25

Identification of Error	Description Error Clasification	Explanation	Correction
It is so cute	Misformation	**Misformation** "is" should be replaced to "was"	It was so cute
Popo had a fur soft	Misordering	**Misordering** "fur soft" should be replaced to " soft fur"	Popo had a soft fur

Ears big	Misordering	**Misordering** "ears big" should replaced to "big ears"	Big ears

Table 32

The Identification of the Errors of student 26

Identification of Error	Description Error Clasification	Explanation	Correction
When I am young	Misformation	**Misformation** "am"should be replaced to "was"	When I was young
I am very stupid in English. I not know everything	Misformation	**Misformation** "am" should be replaced to "was" Add did after subject "I"	I was very stupid in English. I didn't know everything.
So my mother had a idea	Misformation	**Misformation** "a" should be replaced to "an"	So my mother had an idea
Very important for we	Misformation	**Misformation** "we" should be replace to " Us"	Very important for us

Table 33

The Identification of the Errors of student 27

Identification of Error	Description Error Clasification	Explanation	Correction
When I loss my	Misformation	**Misformation**	When I lost my

money		"loss" should be replaced to "Lost'	money
My mother give me five thousands rupiah	Misformation	**Misformation** "give" should be replaced to "gave"	My mother gave me five thousands rupiah
I take in my pocket	Misformation	**Misforrmation** "take" should be replaced to "took"	I took in my pocket

Table 34

The Identification of the Errors of student 28

Identification of Error	Description Error Clasification	Explanation	Correction
In the Lehu Garden it has a big garden with lot of colorful flowers	Misformation	**Misformation** "Has" should be replaced to "had"	In the Lehu Garden it had a big garden with lot of colorful flowers
I am go there by I am father car	Addition Misformation	**Addition** "I'm" should be replaced to "I" **Misformation** "go"should be replaced to "went" "I'm father car" should be replaced to "My father's car"	I went there by my father's car

Table 35

The Identification of the Errors of student 29

Identification of Error	Description Error Clasification	Explanation	Correction
My village is located in Kojonopan, South Tapanuli	Misformation	**Misformation** "is located" should be replaced to "Located"	My village located in Kojonopan, South Tapanuli
My village is famous for its beauty. Lots of rice fields,	Misformation Omission	**Misformation** "Is" should be replaced to "was" **Omission** "Lots of" should be replaced to "There were"	My village was famous for its beauty. There were rice fields.
I often go to village	Misformation	**Misformation** "often go" should be replaced to "went"	I went to village
Travel almost 13 hours, when IedFitri I return village. We were told to come at 4.00	Addition Misformation	**Addition** "Travel almost 13 hours" should be replaced to " It spent time 13 hours" **Misformation** "return" should be replaced to " Visited"	It spent time 13 hours, when IedFitri. I visited the village. We told to came at 4.00

		"we were told" should be replaced to "we told" "come" should be replaced to "came"	

Table 36

The Identification of the Errors of student 30

Identification of Error	Description Error Clasification	Explanation	Correction
Last year ago when I and my friend climbing a tree in from of my home	Misformation Omission	**Misformation** "I and my friend" Should be replaced to " My friend and I" "climbing" should be replaced to climbed "Home" should be replaced to "House" **Omission** "from" should be replaced to "front"	Last year ago when I and my friend climbed a tree in front of my house

Table 37

The Identification of the Errors of student 31

Identification of Error	Description Error Clasification	Explanation	Correction
When I go to holiday	Misformation	**Misformation** "go" should be replaced to "went"	When I went to holiday
My friend and sister to happy	Addition Omission	**Addition** "My friend and sister" should be replaced to " My friend and my sister" **Omission** "To happy" should be replaced to " spent our time together	My friend and my sister spent our time together
At the moment build tent	Omission Misformation	**Omission** Add "we" before Verb **Misformation** "Build" should be replaced to "built"	At the moment we built tent
On of our friend scream	Omission Misformation	**Omission** "On" should be replaced to "one" **Misformation** "scream" should be replaced to "screamed	One of our friend screamed

When the tent hat bech completed	Addition	**Addition** "hat bech" was delete became "When the tent completed"	When the tent completed
We get ready treking to exprore other natural beauty in Tangkahan	Misformation Omission Addition	**Misformation** "We get ready trekking" should be replaced to " We were ready to trek" **Omission** "To exprore" should be replaced to " To explore" **Addition** "other natural beauty in Tangkahan" should be replaced to "The scenery in Tangkahan"	We were ready treking to explore The scenery in Tangkahan
An inside we found a beautiful waterfall	Addition	**Addition** "an inside" should be replaced to "and than"	And than we found a beautiful waterfall
In there are Liar animal	Addition	**Addition** "In there are Liar animal" should be replaced to " There were wild animals"	There were wild animals

Table 38

Recapitulation of Students' Errors

Students	Types of Errors			
	Omission	Addition	Misformation	Misordering
Student 1	1	2	10	-
Student 2	-	4	15	1
Student 3	2	-	3	-
Student 4	-	-	3	1
Student 5	4	1	3	1
Student 6	1	2	4	2
Student 7	-	-	8	2
Student 8	-	1	3	-
Student 9	2	3	4	-
Student 10	-	-	5	1
Student 11	2	2	9	-
Student 12	1	1	6	-
Student 13	-	-	4	-
	1	2	5	1

Student 14				
Student 15	4	1	5	1
Student 16	-	-	2	1
Student 17	-	1	4	-
Student 18	-	-	7	-
Student 19	-	1	-	-
Student 20	1	-	2	-
Student 21	-	-	4	-
Student 22	-	-	2	-
Student 23	-	-	4	-
Student 24	-	-	1	1
Student 25	-	-	1	2
Student 26	-	-	5	-
Student 27	-	-	3	-
Student 28	-	1	3	-
Student 29	1	6	10	-

	1	2	-	1
Student 30	1	2	-	1
Student 31	4	6	4	-
Total	**25**	**36**	**139**	**15**
	215 Errors			

Percentage of Students' Errors

a. Omission

$$P = \frac{25}{215} \text{x } 100 \%$$

$$= 11, 60 \%$$

b. Addition

$$P = \frac{36}{215} \text{ x } 100 \%$$

$$= 16, 99 \%$$

c. Misformation

$$P = \frac{139}{215} \text{x } 100 \%$$

$$= 64,65 \%$$

d. Misordering

$$P = \frac{15}{215} \text{x } 100 \%$$

$$= 06, 98 \%$$

Table 39
Frequency of Students' error

NO	Types of Errors	Frequency of Errors	Percentage
1	Omission	25	11, 60%
2	Addition	36	16, 99%
3	Misformation	139	64, 65%
4	Misordering	15	06, 98%

Based on the table of students' Errors, it can be stated that:

1. Total Errors of Omission are 25 Errors on percentage 11, 60%

2. Total Errors of Addition are 36 Errors on percentage 16, 99%

3. Total Errors of Misformation are 139 Errors on percentage 64, 65%

4. Total Errors of Misordering are 15 Errors on percentage 06, 98%

Table 40

Table of Students' who made errors

NO	Types of Errors	Number of Students	Frequency of Errors
1.	Omission	13	25 (11,60%)
2.	Addition	16	36 (16,99%)
3.	Misformation	29	139 (64,65%)
4.	Misordering	12	15 (06,98%)

There were 13 students and 25 errors commited in omission area with 11, 60%. Most of erros derived from omissions of Auxiliary Verb. First the omission of Auxiliary Verb, the sudents omitted the necessary Auxiliary Verb such as " After that, we lunch a fried rice" They should be put the Auxiliary Verb /had/ after the subject because the Auxiliary Verb suc as /had/ is necessary to form simple past tense. So the Auxiliary verb /had/ is the correct one. The sentence should be like "We had lunch a fried rice"

There were 16 students and 36 errors commited in Addition area with 16, 99%. Most of them have made errors on the test regarding the addition of spelling. For example: " I gave she gift" but the right form should be " I gave her a gift"

There were 29 students and 139 errors commited in Misformation area with 64,65%. It happened because the students might face difficulties in forming of verb (Regular and Irregular Verb). First, the students tended to use V1 in form of verb. So it caused misformation of verb such as: "Last year when I was birthday My Dad buy me a new computer". The right form should be "Last year when I was birthday my dad bought me a new computer". Because "buy" is the wrong form of past tense. It should be "Bought" in past tense, because it is an irregular verb.

There were 12 students and 15 errors commited in misordering area with 06,98%. Most of them have made errors on the test regarding the misordering. For Example: "Unforgettable Experience me" but the right form should be " My unforgettable experience"

B. Discussion

Based on the data Analysis, the researcher found that the students commited errors in omission (25 or 11,60%), Addition (36 or 16,99%), Misformation (139 or 64, 65%), Misordering (12 or 06,98%). From the frequencies, the writer see that most of students are still confuse in using simple past tense. So it needs more pay attention from the English teacher.

Misformation errors are characterized by the use of wrong form of the structure. In other words, the error of using aregrammaticy form in the place of another grammatical form or the learner supplies something. Although it is incorrect.Infact, according to Dulay that classification types of error was often made by the students in learning English. Because he explained that this error type show how the surface structure changes and it is possible for the language learners to omit and distort sentence item. So the learners create or maybe they add unnecessary sentence item in the sentence, generally this type of errors can be classified as misformation errors.

From the explanation above, the writer conclude that the Eleventh Grade Students are still low in understanding an English grammar, Especially simple past tense.

CHAPTER V

CLOSING

A. Conclusion

Based on the data and analysis that has been presented in the previous chapter, the researcher concludes the study based on the problem of the study. They can be seen as follows:

1. The result of the research from the writing test and interview, it can be concluded that students still committed errors. From writing test that the writer carried out it was found that the highest frequency of error that students made was misformation about 64,65% errors, addition was 16,99% errors, omission was 11,60% errors, and misordering with frequency 06,98%.

2. The result shown that the dominant errors were made by the students were Errors of Misformation. (64,65%)

3. There were errors do the students, especially in tense to arranged the simple past tense, in verb to change regular verb and irregular verb and singular/ plural incorrectly.

B. Recommendation

Based on the significances of the study, it can be delivered some suggestions as follows:

1. For the headmaster is to help them to give the suggestion for the teachers to increase the teachers and students in learning process in the class.

2. The teacher should give more exercises to the students in changing the form of the verb, especially regular and irregular verb.

3. Students must memorize the rules verb form and pattern of simple past tense, do more exercises in using past tense.

4. For the researchers who are interested in the same research to study and analyze the grammatical field deeply.

5. Proof readers, this study is useful so that they can help the other researcher to correct the writing's structure.

C. Implications

1. For the teacher can easy to teach in the class using strategies.

2. For the students can improve their grammar and will be easy to learning structure.

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Appendix I

INSTRUMENTS

1. Write your name and your class clearly on the paper

2. Use your time adequately

3. Work Individually

Direction !

Please write your Unforgettable Experience! Your time is only 60 minutes

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The Guidelines of Interviews for Eleventh Grade Students

At MAS PAB 2 Helvetia

Observer : Indah Purnama Sari

Location of Interview : MAS PAB 2 Helvetia

Students Initial name : A F

NO	Questions	Answers
1	Apakah kamu sudah pernah belajar Narrative Texts?	Iya sudah pernah kak
2	Apakah kamu tahu pengertian dari Narrative texts?	Saya tahu kak
3	Apakah kamu bisa menulis Narrative texts?	Bisa kak
4	Apakah kamu tahu perubahan kata kerja regular menjadi irregular?	Tahu sedikit kak
5	Menurut kamu, seberapa sulit memahami tenses terutama dalam narrative texts?	Menurut saya sulit karena kata kerjanya berubah-ubah.

The Guidelines of Interviews for Eleventh Grade Students

At MAS PAB 2 Helvetia

Observer   : Indah Purnama Sari

Location of Interview : MAS PAB 2 Helvetia

Students Initial name : A L

NO	Questions	Answers
1	Apakah kamu sudah pernah belajar Narrative Texts?	Iya sudah
2	Apakah kamu tahu pengertian dari Narrative texts?	Iya saya tahu
3	Apakah kamu bisa menulis Narrative texts?	Bisa sedikit
4	Apakah kamu tahu perubahan kata kerja regular menjadi irregular?	Sedikit yang saya tahu
5	Menurut kamu, seberapa sulit memahami tenses terutama dalam narrative texts?	Cukup sulit, karena ada regular sama irregular nya

The Guidelines of Interviews for Eleventh Grade Students

At MAS PAB 2 Helvetia

Observer　　　　　　　: Indah Purnama Sari

Location of Interview : MAS PAB 2 Helvetia

Students Initial name　: K M

NO	Questions	Answers
1	Apakah kamu sudah pernah belajar Narrative Texts?	Iya Pernah
2	Apakah kamu tahu pengertian dari Narrative texts?	Iya saya tahu
3	Apakah kamu bias menulis Narrative texts?	Iya bisa
4	Apakah kamu tahu perubahan kata kerja regular menjadi irregular?	Kalau lihat kamus saya bisa
5	Menurut kamu, seberapa sulit memahami tenses terutama dalam narrative texts?	Perubahan kata kerja yang membuat lebih sulit

The Guidelines of Interviews for Eleventh Grade Students

At MAS PAB 2 Helvetia

Observer   : Indah Purnama Sari

Location of Interview : MAS PAB 2 Helvetia

Students Initial name : R W

NO	Questions	Answers
1	Apakah kamu sudah pernah belajar Narrative Texts?	Saya pernah belajar Narrative
2	Apakah kamu tahu pengertian dari Narrative texts?	Lupa kak
3	Apakah kamu bias menulis Narrative texts?	Masih bingung kak
4	Apakah kamu tahu perubahan kata kerja regular menjadi irregular?	Hanya beberapa yang tahu
5	Menurut kamu, seberapa sulit memahami tenses terutama dalam narrative texts?	Sulit, karena kata kerjanya beda-beda

The Guidelines of Interviews for Eleventh Grade Students

At MAS PAB 2 Helvetia

Observer   : Indah Purnama Sari

Location of Interview : MAS PAB 2 Helvetia

Students Initial name : W K L

NO	Questions	Answers
1	Apakah kamu sudah pernah belajar Narrative Texts?	Iya sudah pernah
2	Apakah kamu tahu pengertiandari Narrative texts?	Iya saya tahu
3	Apakah kamu bisa menulis Narrative texts?	Saya bisa menulisnya
4	Apakah kamu tahu perubahan kata kerja regular menjadi irregular?	Hanya beberapa yang saya ketahui
5	Menurut kamu, seberapa sulit memahami tenses terutama dalam narrative texts?	Tidak terlalu sulit, kalau tau kata kerjanya pasti bisa paham.

Appendix III

THE STUDENTS INITIAL AND REAL NAME

NO	INITIAL	REAL NAME
1	A P	Adellya Putri
2	A F	Afifah Febriyanti
3	A Z P	Ahmad Zikri Permadi
4	A L	Ayu Lestari
5	A K H	Aziz Kurniawan Harahap
6	C C	Cahya Chosya
7	C E M	Cindy Elsa Mayuri
8	F F	Fadhli Febriansyah
9	F H	Faradia Harisha
10	H A D	Hamdal Afgani Dalimunthe
11	I S	Imam Setiawan
12	K M	Khairi Muthmainah
13	L A P	Loka Arfa'ah Pramuditha
14	L S Z	Lurfia Sufia Zai
15	M A T	M. Alfarizi Tobing
16	M U	M. Usman
17	M L	Maryam Lubis
18	M J I	Mhd. Jaki Ihsan
19	M I	Muhammad Ibnu
20	M R R	M. Rizky Ramadhan
21	N A	Niftah Audita
22	N R	Novita Ramadhani
23	N A	Nur Ardilla
24	N F	Nur Fadilla
25	N K	Nurul Khaliza
26	P U	Putri Utami

27	R A L	Rahmi Astuti Lubis
28	R W	Rina Wahyuni
29	W K L	Wilda Khairani Lubis
30	Y T	Yuannisa Thaharani
31	Y D A	Yuliva Dwi Aziza

STUDENTS' WRITING of ELEVENTH GRADE STUDENTS at MAS PAB

2 HELVETIA

DOCUMENTATIONS

Peneliti memberikan instruksi kepada siswa/i untuk membuat sebuah tulisan yang berjudul "Unforgettable Experience"

Siswi MAS PAB 2 Helvetia sedang menulis pengalaman mereka masing-masing

Peneliti memantau siswa/ i yang sedang membuat tulisan tentang pengalaman mereka

Peneliti meneliti siswa-siswi MAS PAB 2 Helvetia

Nomor   : B-9124/ITK/ITK.V.3/PP.00.9/06/2018   Medan, 09 Agustus 2018
Lampiran : -
Hal   : **Izin Riset**

Yth. Ka. MAS PAB 2 Helvetia

Assalamu'alaikum Wr Wb

      Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	INDAH PURNAMA SARI
Tempat/Tanggal Lahir	:	Medan, 31 Mei 1996
NIM	:	34143054
Semester/Jurusan	:	VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS PAB 2 Helvetia, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

AN ANALYSIS OF PAST TENSE ERRORS IN STUDENTS' WRITING NARRATIVE TEXTS OF ELEVENTH GRADE STUDENTS AT MAS PAB 2 HELVETIA ACADEMIC YEAR 2017/2018.

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
a.n Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan
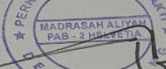
SURAT KETERANGAN
Nomor : Al-2/B.1223/PAB/IX/2018

Saya yang bertanda tangan dibawah ini Kepala Madrasah Aliyah PAB – 2 Helvetia Kecamatan Labuhan Deli Kabupaten Deli Serdang dengan ini menerangkan bahwa :

a.	N a m a	:	**INDAH PURNAMA SARI**
b.	NIM	:	**34143054**
c.	T.Tgl.Lahir	:	**Medan, 31 Mei 1996**
d.	Sem/Jurusan	:	**VIII/Pendidikan Bahasa Inggris**

Adalah benar nama tersebut telah melaksanakan riset di Madrasah Aliyah PAB – 2 Helvetia guna mendapatkan data-data dan informasi yang berhubungan dengan skripsi yang berjudul :
" AN ANALYSIS OF PAST TENSE ERRORS IN STUDENTS' WRITING NARRATIVE TEXTS OF ELEVENTH GRADE STUDENTS AT MAS PAB – 2 HELVETIA ACADEMIC YEAR 2018/2019 ".
Demikian Surat Keterangan ini diberikan agar dapat dipergunakan dengan seperlunya.

Helvetia, 1 September 2018
Kepala

Drs. H. M. Fauzi, MA

cc. Arsip