ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN ENGLISH NARRATIVE TEXT WRITTEN BY THE STUDENTS OF SMKN 1 TENGARAN IN THE ACADEMIC YEAR OF 2016/2017
A GRADUATING PAPER

Submitted to the Board of Examiners as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

KUN AMINAH
NIM : 11312085

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2016
DECLARATIONS

The name of Allah, most Graciously most merciful

Hereby, the researcher declares that this graduating paper entitled ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN ENGLISH NARRATIVE TEXT WRITTEN BY THE STUDENTS OF SMKN 1 TENGARAN IN THE ACADEMIC YEAR OF 2016/2017 is made by the researcher herself. This paper does not contain any materials which have been published by other people and it does not cite any other people's ideas except the information from the references. This declaration is made by the researcher to be understood.

The declaration is made by the researcher and she hopes that this declaration can be understood well.

Salatiga, September 23th 2016

The Researcher

Kun Aminah
NIM. 113 12 085
Salatiga, September 23rd 2016

Sari Famularsih, S.Pd.I, M.A
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Kun Aminah’s graduating paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikumWr. Wb.

After reading and correcting Kun Aminah’s graduating paper entitled ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN ENGLISH NARRATIVE TEXT WRITTEN BY THE STUDENTS OF SMKN 1 TENGARAN IN THE ACADEMIC YEAR OF 2016/2017. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikumWr. Wb.

Counselor

Sari Famularsih, S.Pd.I, M.A
NIP. 198109112011012004
A GRADUATING PAPER

ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN ENGLISH NARRATIVE TEXT WRITTEN BY THE STUDENTS OF SMKN 1 TENGARAN IN THE ACADEMIC YEAR OF 2016/2017

WRITTEN BY:

KUN AMINAH
NIM. 113 12 085

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 21th 2016 and hereby considered to complete the requirements for the degree of SarjanaPendidikan (S.Pd.) in English and Education.

Board of Examiners,

Head : Setia Rini, M.Pd.

Secretary : Ari Setiawan, S.Pd., M.M.

1st Examiner : Rr. Dewi Wahyu Mustikasari, M.Pd.

2nd Examiner : Faizal Risdianto, M.Hum.

Salatiga, 03 Oktober 2016

Dean of Teacher Training and Education Faculty

NIP. 19670121 199903 1 002
MOTTO

I won’t say you’ll definitely be able to do it
if you don’t give up.

But if you do give up, then there’ll definitely be nothing.

~Aomine Daiki-Kuroko no Basuke~
DEDICATION

This graduating paper is sincerely dedicated for:

1. Allah SWT and prophet Muhammad SAW who always guides and gives strength for me.

2. My beloved mom Munawaroh and my father Komarun thanks for all of your praying, guidance, support, trust, love and kindness. You are the best parents and you are my everything. I love you forever.

3. My beloved brothers, sisters and my big family thanks for all of your support and kindness.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

All praises to Allah SWT, the most gracious and merciful, the Lord of universe, finally the researcher could accomplish this graduating paper as one of requirement to finished study in English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga. Shalawat and Salam, praise to Rosulullah SAW, the Messenger, and the One who brings human life to enlightenment.

This graduating paper would not have been completed without support and guidance from individual and institution. Therefore, the researcher would like to extend my sincerest gratitude and appreciation to:

1. Dr. Rahmat Haryadi, M.Pd, Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd as Dean of Teacher Training and Education Faculty.
3. Noor Malihah, Ph.D as the Head of English Education Department.
4. Sari Famularsih, MA, as a counselor who has helped the writer to finish this graduation paper well. Thank you for meaningfull advice, correction, suggestion, and never ending spirit.
5. All of lecturers in English Education Department who have given the knowledge patiently to the writer.
6. All of the staffs who have helped the writer in processing of graduating paper administration.
7. My forever friends Jamal and Nurul thanks for everythings, you will always be my lovely family.
8. All of my beloved friends (Mutik, Uswatun, Ni’mah, Dini, Ratih, Anita, Naili, Safira, Mila, Artanti, and Tri) thanks for your friendship, kindness, kidding and support.
All of my friends who helped in finishing this graduating paper. Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers, and the writer is pleased to accept more suggestion and contribution from the reader for the improvement of graduating paper.

Salatiga, September 23rd 2016

The Researcher

Kun Aminah
NIM. 113 12 085
ABSTRACT


This research is about error analysis on the use of simple past tense in English narrative text made by the students of SMKN 1 Tengaran in the academic year of 2016/2017. The objectives of this research were to find out types of errors that occurs on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017 and to find out the profile of the students’ type of errors on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017. The instrument of the research was test and documentation. The research methodology was descriptive qualitative. The result of this research showed that there are four types of errors that occur; they are error of omission, error of addition, error of misordering and error of misformation. From the data analysis the researcher found that the most dominant error that occurs with the percentage 65.09% is error of misformation with total 69 from 106 errors. Error of omission relates to the absence of an item that must appear in a well-formed utterance. Error of addition relates to the presence of an item that must not appear in well-formed utterances. Error of misformation relates to the use of the wrong form of the morpheme or structure. Error of misordering relates to the incorrect placement of a morpheme or group of morphemes in an utterance.

Keywords: Error, Writing, Narrative text, Simple Past Tense.
TABLE OF CONTENT

TITLE PAGE ........................................................................................................................................ i
DECLARATION .................................................................................................................................... ii
ATTENTIVE COUNSELOR NOTES ............................................................................................... iii
STATEMENT OF CERTIFICATION ............................................................................................... iv
MOTTO ................................................................................................................................................ v
DEDICATION ..................................................................................................................................... vi
ACKNOWLEDGEMENT ................................................................................................................... vii
ABSTRACT .......................................................................................................................................... ix
TABLE OF CONTENT ..................................................................................................................... x
LIST OF TABLE .............................................................................................................................. xii
LIST OF APPENDICES ................................................................................................................... xiii

CHAPTER I INTRODUCTION

A. Background of the Study .............................................................................................................. 1
B. Problem of the Study .................................................................................................................... 3
C. Objectives of the Study ................................................................................................................. 4
D. Limitation of the Study .................................................................................................................. 4
E. Benefits of the Study ...................................................................................................................... 4
F. Definitions of the Key Terms ........................................................................................................ 5
G. Graduating Paper Outline .......................................................................................................... 6

CHAPTER II THEORETICAL REVIEW

A. Review of Previous Research ...................................................................................................... 8
B. Error Analysis .............................................................................................................................. 9
C. Writing ........................................................................................................................................ 18
D. Narrative Text ............................................................................................................................ 22
CHAPTER III RESEARCH METHODOLOGY

A. The General Description of SMKN 1 Tengaran .................................................. 32
B. Research Methodology ........................................................................................... 35
C. Techniques of Collecting Data ................................................................................. 36
D. Data Collection ........................................................................................................ 37
E. Data Analysis Method ............................................................................................... 38

CHAPTER IV DATA ANALYSIS

A. Data Presentation ....................................................................................................... 39
B. Discussion .................................................................................................................. 49

CHAPTER V CLOSURE

A. Conclusions .............................................................................................................. 58
B. Suggestions ............................................................................................................... 59

REFERENCES

APPENDICES
LIST OF TABLE

Table 2.1 Form of Simple Past Tense 28

Table 3.1 Students’ recapitulation List 33

Table 3.2 List of XII TB 1 Students 33

Table 4.1 Percentages of Students’ Error 39
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>List</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>List I</td>
<td>Students’ Writing</td>
</tr>
<tr>
<td>List II</td>
<td>Documentation</td>
</tr>
<tr>
<td>List III</td>
<td>Consultant List</td>
</tr>
<tr>
<td>List IV</td>
<td>Surat Tugas Pembimbing Skripsi</td>
</tr>
<tr>
<td>List V</td>
<td>Surat Izin Penelitian</td>
</tr>
<tr>
<td>List VI</td>
<td>Surat Keterangan Penelitian</td>
</tr>
<tr>
<td>List VII</td>
<td>Daftar Nilai SKK</td>
</tr>
<tr>
<td>List VIII</td>
<td>Curriculum Vitae</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

A. Background of the Study

The use of languages is very important in our life, since by the use of language we are able to deliver our message with others, and we can make an interaction with others particularly in our position as the member of society (Risdianto, 2013: 1). People need a language as a communication to express their feeling, thought and desires. Indonesia has Bahasa as their first language beside their own mother tongue or local dialect. In Indonesia, English as the first foreign language is taught at school starting from elementary school level up to the university level. English is an international language that is used as a media of communication internationally. According to Brown (2007: 118), well over one half of the one billion English speaker of the world learned English as a second (or foreign) language. English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.

As cited by Mulyaningsih (2013: 16), Indonesia adopted a genre-based curriculum in 2004 for the teaching of English in Indonesia school (Emilia, Hermawan, and Tati, 2008). It covers four English basic skills; listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of them are to be improved in the process of teaching and learning English.

Writing is an essential to process in learning English. It can be the competency in writing will help much if one wants to communicate to and share information with others. Through understanding what writing involves and to know how to handle words and sentences and paragraph, you can communicate what you want to
communicate in words other people can understand (Kane, 2000: 3). Writing is worth learning. There are many jobs in which you can get along without being able to write clearly. If you know how to write, however, you will get along faster and farther (Kane, 2000: 3).

In English, there are some types of genres, such as narrative, descriptive, and exposition. Each genre has their own characteristics and linguistics feature. The narrative does not have, for example, a singular generic purpose as does some of the other genres. According to Knapp & Watkins (2005: 220), we cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. The narrative also has a powerful social role beyond that of being a medium for entertainment. The narrative is also a powerful medium for changing social opinions and attitudes. Then narrative is also a ‘big’ or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant (Knapp & Watkins, 2005: 221).

Simple past tense is a crucial component in writing narrative text. It may be difficult in English conjugated verb tense – that is the way to change the verb to communicative past action. First, usually, they use multiple past tense markers, for example, “Did you played football?” that should be “Did you play 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 (Anita, 2015: 3).

According to Brown Douglas (1980:264) “In learning a language we must know the grammar rules for forming correct sentence”. The teaching of grammar and vocabulary has always been the central aspect of foreign language teaching development of the structure. The relation between structure and grammar is very
strong as we need structure with its grammar, especially in written language. Grammar must consistently be introduced to the students, particularly the beginners.

Based on the explanation above, the writer had chosen the topic of writing that is finding out the errors entitled “Error Analysis on the Use of Simple Past Tense in English Narrative Text Written by the Students of SMKN 1 Tengaran in the Academic Year of 2016/2017”.

B. Problems of the Study

Based on the background of the study above, the statement of the problems are formulated as follows:

1. What are the type of errors that occur in the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017?

2. How is the profile of the students’ type of errors on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017?

C. Objectives of the Study

Based on the statement of the problem above, the objectives of this research follow:

1. To find out types of errors that occurs on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017.

2. To find out the profile of the students’ type of errors on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017.

D. Limitation of the Study
To focus on this research and the result becomes valid; there must be a limitation of the problems. In order to investigate the problem more accurately and correctly, the researcher would like to use a test to find the errors in using simple past tense in English narrative text of the students of SMKN 1 Tengaran in the academic year of 2016/2017.

E. Benefits of the Study

The result of this research is expected to give contribution to the related study both theoretically and practically.

1. Theoretically

The result of the research is expected to be reference in teaching learning process especially for teaching writing subject.

2. Practically

a. For the students, this research shows them about some errors that they have made, so they are able to minimize misunderstanding about the use of simple past tense in narrative text and anticipate the errors they make in the next time.

b. For the teachers, this research show them the errors that usually make among students on the use of simple past tense in narrative text, so that they can anticipate and minimize the errors made by students in the future.

c. For other researcher, this research can be used as references in doing research in the same field in the future.

F. Definition of the Key Terms

To make easier in understanding this research, the researcher defines the key terms follow:
1. Error Analysis

Richard & Schmidt (2010:201) state that error analysis is the study of errors made by second and foreign language learners. Error analysis may carry out in order to: a) find out strategies which the learners use in language learning, b) find out the causes of learners errors, and c) obtain information on common difficulties in language learning, as an aid in teaching or in preparing teaching materials.

A sentence containing errors would be characterized by systematic deviancy (Richard. 1974:1). The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of the study of learners’ errors, called error analysis (Brown, 2007:259).

2. Narrative Text

According to Kane (2000: 366), a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well).

3. Simple Past Tense

The simple past is used for action completed in the past at a definite time (Martinet. 1986 : 117). It is used to indicate activities or states in the past, without indicating any connexion with the present. It is often an adverbial of past time in the sentence (Hornby, 1975: 85-86).
G. Graduating Paper Outline

This research consists of five chapters. Each chapter has different elements as follows:

Chapter I presents the introduction which contains the background of the study, the statements of the problem, the objectives of the study, the benefits of the research, the limitation of the problem, the definition of key terms, review of previous researchers, and organization of the paper.

Chapter II presents the theoretical Framework, which discusses the definition of error, simple past tense, and narrative text.

Chapter III provides the methodology of the Research and data about general description of SMKN 1 Tengaran deal with the history, school condition, facilities, teachers and students condition.

Chapter IV explains the analysis data. It consists of conducting the test, identifying and listing the students’ errors, analyzing the errors, classifying the students’ errors, and calculating the percentage of errors.

Chapter V is closure as the end of the graduating paper that consists of conclusions and suggestion.

The last part is reference and appendix.
CHAPTER II

THEORETICAL REVIEW

A. Review of Previous Research

In this research, the writer takes review of related literature review from other thesis as principle or comparative in this research.

First previous research was done by Nur Anita the student of State Institute of Islamic Studies Salatiga, entitled “An Error Analysis on Using Simple Past Tense in Recount Text by The First Grade Students of SMA Negeri 2 Salatiga in The Academic Year Of 2014/2015”. On the finding in her research, there are four kinds of error found in students’ writing; 6, 15% in error of addition, 2, 31% in error of miss – ordering, 23, 08 % in error of omission, and 68, 46 % in error of misformation. The common error made by the learners is Error of Misformation with presentation 68, 46%.

The second previous research was done by Bayu Samudra Wicaksana Anita the student of State Institute of Islamic Studies Salatiga, entitled “A Descriptive Analysis on Students’ Strategies in Composing Narrative Writing (A Case Study on The First Year Students of Man 1 Tengaran in The Academic Year of 2011/2012)”. On his research, he found out that the students had achieved some competencies, they are: the students are able to write down their experience, students are able to compose narrative by using learning aids, students are able to use their own strategy to compose narrative writing and students are able to write many kinds of narrative. And also the teacher had done their job well by giving motivation to the students to increase writing ability, give explanation and example about narrative text, answering studets’ question when students are asking about narrative, an so on.
The present study is dealing with error analysis on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017. So, the present study is quite different from previous studies above.

B. Error Analysis

1. Definition of Error

Every language learners, both native and non-native make errors in their learning process. Errors are those parts of conversation or composition that deviate from some selected norm of mature language performance. Errors caused by the interference of the learner’s mother tongue. People cannot learn language without first systematically committing errors (Krashen, 1982: 138).

According to Richard (1974: 1), learner’s errors are indicate both of the state of the learner’s knowledge, and of the ways in which a second language is learned. Sentences containing errors would be characterized by systematic deviancy. It is of course true that the application of linguistic and psychological theory to the study of language learning added a new dimension of the discussion of errors; people now believed they had a principled means for accounting for these errors, namely that they were the result of interference in the learning of a second language from the habits of the first language (Richard, 1974: 19).

Richards (1971: 173-174) divides errors into three main categories which comprise with: interlanguage errors, intralingual errors and developmental errors. Interlanguage errors refer to “errors which are caused by the interference of the learner’s mother tongue.” Intralingual errors refer to “errors which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.” In
addition, developmental errors illustrate the learner attempting to build up hypotheses about English language from his limited experiences of it in the classroom or textbook.

2. Error Analysis

Error analysis is a type of linguistic analysis that focuses on the errors learner make. (Selinker, 2008: 102). A learner's errors, then, provide evidence of the system of the language that he is using (i.e. has learnt) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system) (Corder, 1981: 10-11). According to Brown (1980: 166), the fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to a surge of study of learners’ errors, called error analysis.

According to Brown (1980: 164), second language learning is a process that is clearly not unlike first language learning in its trial-and-error nature. Inevitably the learners will make mistakes in the process of acquisition, and indeed will even impede that process if they do not commit errors and then benefit in turn from various forms or feedback on those errors. Researchers have found that most of the errors second language learners make indicate they are gradually building an second language rule system (Krashen, 1982: 138).

According to Corder (1974) in Ellis (1994: 48), there are some steps in error analysis research, they are:

a. Collecting of sample of learner language.
b. Identification of errors
c. Description of errors
d. Explanation of errors
e. Evaluation of errors

3. The Differences between Mistakes and Errors

Mistakes are of no significance to the process of language learning. However, the problem of determining what a learner’s mistake is and what a learner's error is one of some difficulty and involves a much more sophisticated study and analysis of errors than is usually accorded them (Corder, 1981: 10). It is crucial to make distinction between mistakes and errors, technically two very different phenomena.

a. Mistake

A mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a know system correctly (Brown, 1980: 165). Corder (1981: 10) stated that mistakes refer to errors of performance. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows (Ellis, 1997: 17).

A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes, then, are performance phenomena and are, of course, regular features of native-speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity (Ellis, 1994: 51).

b. Error
Different from mistake, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (Brown, 1980: 165). An error can be defined as a deviation from the norms of the target language (Ellis, 1994: 51). We used error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be (Krashen, 1982: 139).

Errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct (Ellis, 1997: 17). An error takes place when the deviation arises as a result of lack knowledge. It represents a lack of competence (Ellis, 1994: 51). According to Selinker (2008: 102) error take place when learner has incorporated a particular erroneous form (from the perspective of target language) into his or her system. Error is likely to occur repeatedly and is not recognized by the learner as an error.

4. Sources of Error

There are two major sources of learner errors; they are intralingual and interlingual error / transfer.

a. Interlingual error

Interlanguage or internal errors refer to “errors which are caused by the interference of the learner’s mother tongue”. According to Selinker (2008: 103) Interlingual errors are those which can be attributed to the native language (i.e., they involve cross-linguistic comparisons). The beginning stages of learning a second language are characterized by a good deal of interlingual transfer (from the native language). For the third language learners, there are varying degrees of interlingual interference from both the first and second language to the third language, especially if the second and
third language are closely related or the learner is attempting a third language shortly after beginning a second language Brown (1980: 172).

b. Intralingual errors

Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Intralingual errors are those that are due to the language being learned, independent of the native language (Selinker, 2008: 103).

Richard (1971b) divided intralingual error into three categories, they are:

1) Over-generalization.

It can be defined as the use of previously available strategies in new situations. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. I.e. _he can sings, we are hope, it is occurs, he come from_. Over-generalization generally involves the creation of one deviant structure in place of two regular structures. It may be the result of the learner reducing his linguistic burden. Over-generalization is associated with redundancy reduction. It may occur, for instance, with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner Richard (1974: 174-175).

2) Ignorance of rule restrictions.

Closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures that is the application of rules to context where they do not apply. Involves the application of rules to contexts where they do not apply. An example is “_he made me to rest_”
through extension of the pattern found with the majority of verbs that take
infiniival complements (for example: ‘he asked / wanted / invited me to
go’).

3) Incomplete application of rules

It involves a failure to fully develop a structure. Thus learners of L2
English have been observed to use declarative word order in questions (i.e.
‘you like to sing?’). In place of interrogative word order (i.e. ‘do you like
to sing?’). This type of intralingual error corresponds to what is often
referred to as an error of transitional competence (Richard 1971a).

4) False concepts hypothesized

Arise when the learner does not fully comprehend a distinction in the
target language- (the learner fails to comprehend fully), for example the
use of ‘was’ as a marker of past tense in ‘one day it was happened’ (Ellis,

5. Types of Error

According to Krashen(1982: 154-162), errors can be classified into four
types, they are:

a. Error of Omission

Omission errors are characterized by the absence of an item that must
appear in a well-formed utterance.

b. Error of Addition

Addition errors are the opposite of omissions. They are characterized by
the presence of an item which should not appears in a well-formed utterance.

There are three types of addition errors, they are:
1) Double marking, two items rather than one are marked for the same feature. For example:
   a) He doesn’t knows my name.
   b) We didn’t went there.

2) Regularizations, a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example sheeps and putted are both regularizations in which the regular plural and past tense markers –s and –ed respectively, have been added to items which do not take marker.

3) Simple additions, if an addition error is not a double marking or regularization, it is called a simple addition.

c. Error of Misformation

   Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misinformation errors the learner supplies something, although it is incorrect. Example:
   1) The dog eated the chicken.
      It should be: the dog ate the chicken
   2) I doesn’t know him.
      It should be: I don’t know him.

d. Error of Misordering

   Errors of misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Example:
   1) He is all the time late. All the time is misorder.
   2) What daddy is doing?
Corder (1974) in Ellis (1994: 56) distinguishes three types of error according to their systematicity:

a. Presystematic errors occur when the learners is unaware of the existence of a particular rule in the target language. These are random.

b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.

c. Postsystematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

C. Writing

1. Definition of writing

According to Gelb (1952:12), writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do. Writing began at the time when man learned how to communicate his though and feeling by means of visible signs, understandable not only to himself but also to all other people more or less initiated into the particular system. Writing is a partial representation of units of language expression (Lado, 1983: 143).

Writing is a complex activity. Writing is a difficult subject, especially for students. Heaton (1989: 135) states that writing is complex and difficult to teach and also learn, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgmental elements (Rohmah, 2009: 1). Halliday in Nunan (1991: 84) stated that writing evolves in society as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.
2. Writing Process

There are five stages in writing process, they are:

a. Drafting
b. Structuring (ordering information, experimenting with arrangements, etc.)
c. Reviewing (checking context, connections, assessing impact, editing)
d. Focusing (that is making sure you are getting the message across you want to get across)
e. Generating ideas and evaluation (assessing the draft and/or subsequent drafts) (harmer, 2001: 258).

According to Harmer (2004: 4), there are four main elements in writing process:

a. Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text the wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writer has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

b. Drafting

The first version of writing called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text. This first ‘go’ at a text is often done on the assumption that
it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

c. Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

d. Final Version (Final draft)

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

According to Brown (2007: 335-336), the process of approach to writing instruction:

a. Focus on the process of writing that leads to the final written product;

b. Help student writers to understand their own composing process;

c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

d. Give students time to write and rewrite;
e. Place central importance on the process of revision;
f. Let students discover what they want to say as they write;
g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
h. Encourage feedback from both the instructor and peers;
i. Include individual conferences between teacher and student during the process of composition.

3. Elements of Writing

As cited by Susilo (2015), some elements in good writing are content, form, grammar, style and mechanic (Haris, 2001: 306). A good writing must express good characteristic as follow:

a. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substant of the writing; the idea expressed (Harris, 1969: 68).

b. Form: writing should contain logical or associative connection and transition which clearly express the relationship of the idea described. The organization of the content (Harris, 1969: 38).

c. Grammar: writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms and syntactic pattern (Harris, 1969: 69).
d. Style: writing should engage its reader through original insight and precise. Haris (1969: 69) say that style: the choice of structures and lexical items to give a particular tone or flavor to the writing.

e. Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.

D. Narrative Text

1. Definition of Narrative

A narrative relates a series of events, real or imaginary, in an organized sequence. According to Kane (2000: 366), a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Anderson & Anderson, 2003: 6).

Narratives provide human interest and entertainment, spark our curiosity, and draw us close to the storyteller. In addition, narratives can create a sense of shared history, linking people together, and provide instruction in proper behavior or moral conduct (McWhortes, 2010: 10)

2. Constructing Narrative

The steps for constructing narrative text are:

a. Orientation

Every story, no matter how simple, needs an orientation (Watkins, 2005: 223). In which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

b. Complication
It is sets off a chain of events that influences what will happen in the story. This is the part of the story where the narrator tells us about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger (Anderson: 2003: 12).

c. Sequence of events

Where the characters react to the complication. Here the student provides a record of all the important activities that happen on the excursion (Watkins, 2005: 224). The events can be told in chronological order (the order in which they happen) or with flashback.

d. Resolution

In which the character finally short out the complication.

e. Coda

Provides a comment or moral based on what has been learned from the story (an optional step) (Anderson & Anderson, 2003: 6). If there is no moral or special message, the narrative ends at the resolution.

3. Grammatical Feature of Narrative

Grammatical features of narrating according to Watkins, (2005: 221):

a. When sequencing people and events in time and space, narrating typically uses:

   1) Action verbs
   2) Temporal connectives

b. Recount and stories are typically written in the past tense unless quoting direct speech; for example:

   1) They were poor because their pig ate them out of house and home and he didn’t share with the other animals.
2) His name was Bob.

3) ‘You should go on a diet’ said Clarabelle.

c. In action sequences, mainly action verbs (underlined) are used, while in reflections/evaluations, mental verbs (italicised) predominate; for example:
   1) Bells were ringing, sirens screeching and people were running everywhere.
   2) Maria didn’t know what to do next. She thought about her mother and wondered what was in her head.

d. Narratives often use action verbs metaphorically to create effective images; for example:
   1) It was a terrible argument.
   2) Words were flying everywhere.

e. Narratives often use rhythm and repetition to create particular effects; for example:
   Riding. Riding. The boy went riding across the wintery moor, far away from the strife of his unhappy home.

f. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example:
   1) Anger, Silence. As the vengeful brother prowls the streets.
   2) Rose slowly opened the old wooden door. Dark. There was nothing but black.

4. **Language Feature of Narrative**

   The language features usually found in a narrative are:

   a. Specific characters

   b. Time words that connect events to tell when they occur
c. Verbs to show the actions that occur in the story

d. Descriptive words to portray the characters and settings.

5. Types of Narratives

There are many different types of narratives including:

a. Humour. A humorous narrative is one that aims to make the audience laugh as part of telling a story.

b. Romance. The romance narrative typically tells of two lovers who overcome difficulties to end up together.

c. Crime

d. Real-life fiction

e. Historical fiction

f. Mystery

g. Fantasy

h. Science fiction, use a setting involving science and technology.

i. Diary-novels. This type of narrative has the text presented like diary entries.

j. Adventure

There can be a combination of narratives within each of these different types.

A crime novel could also include romance and mystery.

E. Simple Past Tense

1. Definition of Simple Past Tense

Simple past tense is a crucial part in narrative text. We use simple past tense when we write narrative text. The form of simple past of regular verbs, add –ed to the base verb. The past form is the same for all persons. The simple past is used to talk about activities or situation that began and ended in the past (i.e., yesterday,
last night, two days ago, etc.) (Azar, 1992: 18). We can use specific time expressions like yesterday, last week, and at three o’clock with the simple past.

According to Martinet (1986: 117), the simple past is used for action completed in the past at a definite time. It is used to indicate activities or states in the past, without indicating any connexion with the present. There is often an adverbial of past time in the sentence, (especially the use of adverbial with ago.) The adverbial may indicate either a point of time (harry came to see me yesterday) or period of time (she studied music while she was in Paris) Hornby (1975: 85-86).

2. Forms of Simple Past Tense

Table 2.1

Form of simple past tense according to Azar (1992: 19):

<table>
<thead>
<tr>
<th>Form of simple past tense according to Azar (1992: 19):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATEMENT</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>NEGATIVE</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>QUESTION</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SHORT ANSWER</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>No,</td>
</tr>
</tbody>
</table>

The simple past tense in regular verbs is formed by adding -ed to the infinitive.

a. Pattern of regular verb:

1) Verbs ending e add d only (*arrive*-*arrived*, *point*-*pointed*).

2) The same form is used for all persons.

3) Verbs end in consonant ‘y’, change y to I and add –ed (*try*-*tried*, *carry*-*carried*).

4) Verbs end in one consonant + vowel + consonant (one syllable verbs), double the consonant and add –ed (*stop*-*stopped*, *rub*-*rubbed*).

5) Verb end in x, w ad -ed (*mix*-*mixed*, *show*-*showed*).

6) Verb end in vowel + consonant and stress is on the first syllable (two-syllable verb). Add –ed do not double the consonant (*visit*, *answer*).

7) Verbs end in vowel + consonant and stress is on the second syllable (two-syllable verb) double the consonant and add ed (*prefer*, *occur*) Broukal (2004: 148).

8) The negative of regular and irregular verbs is formed with did not (didn’t) and the infinitive.

9) The interrogative of regular and irregular verbs is formed with did + subject + infinitive.

10) Negative interrogative:
a) The rules about doubling the final consonant when adding ing apply also when adding ed.

b) Verbs ending in y following a consonant change the y into I before adding ed.

c) But y following a vowel does not change, Aitken (1995: 5).

b. Irregular verbs

Many common English verbs change form, rather than add ed. There is a little pattern to be found in these changes and verbs of similar spelling in the infinitive may take quite different forms in the past (think-thought, drink-drunk, etc.)

Some general patterns emerge:

1) A vowel change in the body of the verb: drive-drove, sing-sang, know-knew. (even take-took, eat-ate, where the spelling may disguise the rule)

2) This may be accompanied or replaced by consonant changes at the end of the verb: buy-bought, think-thought, make-made

3) Some changes are of spelling rather than sound (pay-paid, lay-laid). Other verbs have variants based upon this (learn-learned/learnt, burn/burned/burnt)

4) A few verbs obey none of these: is/was, go/went and put/put are the most common.

5) Some irregular verbs have the same form in all parts: hit – hit – hit, cut-cut-cut (Longman, 1990: 126)

3. Use of Simple Past Tense

a. It is used for actions completed in the past at a definite time. It is used for a past action when the time is given “I meet him yesterday”, when the time is
asked about “when did you meet him?”, or when the action clearly took place at a definite time even though this time is not mentioned “the train was ten minutes late”. Sometimes the time becomes definite as a result of a question and answer in the present perfect “where have you been?”

b. The simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated.

c. The simple past tense is also used for a past habit: He always carried an umbrella. They never drank wine.

d. The simple past is used in conditional sentences, type 2. (For use of the unreal past after as if, as though, it is time, if only, wish, would sooner/rather).

e. We use simple past to talk about events, actions or situations which happened in the past and are now finished. We always have to say (or imply) when the action happened, so we often use time references like yesterday, ago, last summer (Longman, 1990: 127).
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to present several data dealing with the research such as the general description of SMKN 1 Tengaran and the research methodology used by researcher.

A. The General Description of SMKN 1 Tengaran

1. School Profile
   a. Name of School : SMK NEGERI 1 TENGARAN
   b. NSS : 32.03.22.02.011
   c. Address : Jl. Darun Na’im Karangduren
                Kec. Tengaran Kab. Semarang 50775
   e. Telp. : (0298) 3405144
   f. Faximile : (0298) 3405166
   g. Website : www.smkn1tengaran.sch.id
   h. E-mail : smkntengaran@yahoo.co.id
   i. Stand : 2004

2. The students of SMKN 1 TENGARAN

   The students’ condition of SMKN 1 Tengaran can be seen in the table below:

   Table 3.1

   The students’ recapitulation list of SMKN 1 TENGARAN

<table>
<thead>
<tr>
<th>NO</th>
<th>DEPARTMENT</th>
<th>Class</th>
<th>Sum</th>
</tr>
</thead>
</table>

28
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>X</th>
<th>XI</th>
<th>XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TB</td>
<td>110</td>
<td>108</td>
<td>101</td>
</tr>
<tr>
<td>2</td>
<td>TSM</td>
<td>140</td>
<td>147</td>
<td>136</td>
</tr>
<tr>
<td>3</td>
<td>TKR</td>
<td>138</td>
<td>105</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>RPL</td>
<td>107</td>
<td>139</td>
<td>151</td>
</tr>
<tr>
<td>5</td>
<td>TBG</td>
<td>35</td>
<td>66</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>TKJ</td>
<td>71</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>601</td>
<td>565</td>
<td>535</td>
</tr>
</tbody>
</table>

Table 3.2
The list of XII TB 1 students

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amilliya Ayu Rahmawati</td>
</tr>
<tr>
<td>2</td>
<td>Ani Arifiyani</td>
</tr>
<tr>
<td>3</td>
<td>Anik Wulandari</td>
</tr>
<tr>
<td>4</td>
<td>Anita Puspitasari</td>
</tr>
<tr>
<td>5</td>
<td>Anita Wahyu Listiyaningrum</td>
</tr>
<tr>
<td>6</td>
<td>Assadina Kusuma Remaja</td>
</tr>
<tr>
<td>7</td>
<td>Atik Supriyati</td>
</tr>
<tr>
<td>8</td>
<td>Awinda Anisatul Fitriyani</td>
</tr>
<tr>
<td>9</td>
<td>Ayu Ira Kartika</td>
</tr>
<tr>
<td>10</td>
<td>Ayuk Dewi Sartika</td>
</tr>
<tr>
<td>11</td>
<td>Candra Kinanti Putri</td>
</tr>
<tr>
<td>12</td>
<td>Danik Fitria</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>Darwanti</td>
</tr>
<tr>
<td>14</td>
<td>Desya Rahmadaningsih</td>
</tr>
<tr>
<td>15</td>
<td>Dewi Sonia</td>
</tr>
<tr>
<td>16</td>
<td>Dwi Prihati</td>
</tr>
<tr>
<td>17</td>
<td>Elis Putri Mulyani</td>
</tr>
<tr>
<td>18</td>
<td>Eri Susanti</td>
</tr>
<tr>
<td>19</td>
<td>Erni Lestari</td>
</tr>
<tr>
<td>20</td>
<td>Febri Haryu Absari</td>
</tr>
<tr>
<td>21</td>
<td>Feronika Semaya Dewi</td>
</tr>
<tr>
<td>22</td>
<td>Heny Novitasari</td>
</tr>
<tr>
<td>23</td>
<td>Ika Rahayu Prastikasari</td>
</tr>
<tr>
<td>24</td>
<td>Indah Widiastuti</td>
</tr>
<tr>
<td>25</td>
<td>Irma Trisnawati</td>
</tr>
<tr>
<td>26</td>
<td>Ismy Muzaro'ah</td>
</tr>
<tr>
<td>27</td>
<td>Jihan Pahira</td>
</tr>
<tr>
<td>28</td>
<td>Khoirun Nikmah</td>
</tr>
<tr>
<td>29</td>
<td>Khusnul Kotimah</td>
</tr>
<tr>
<td>30</td>
<td>Kiki Nurahmawati</td>
</tr>
<tr>
<td>31</td>
<td>Lastri Hastiwi</td>
</tr>
<tr>
<td>32</td>
<td>Lia Suryani</td>
</tr>
<tr>
<td>33</td>
<td>Lusiana Devita</td>
</tr>
<tr>
<td>34</td>
<td>Maftu Khatullaila</td>
</tr>
</tbody>
</table>

B. Research Methodology

1. Research Methodology and Approach
In this research, the researcher used descriptive qualitative method, qualitative method rely on text and image data. The work way of descriptive qualitative is collecting data, arranging data and interpreting the data. According to Moleong (2003:3) a 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.

Data analysis technique that the researcher used is description. It will be used as guidance to conduct the research from beginning to the end of the work. The researcher will describe the types of errors that students make on the use of simple past tense in English narrative text. To get narrative text, the researcher asks the students to make a narrative text based on the given picture.

2. **Population and Sample**

A population is the whole object of research. According to Arikunto (2010: 173), a population is a set (or collection) of all elements processing one or more attributes of interest. The population of this research was all of students in class XII of SMKN 1 Tengaran.

Sample is partially or representative of the population of the research. Sampling technique is important to choose the sample. The researcher used random sampling technique. Random sampling is a method of drawing a portion (sample) of a population or universe so that each member of the population has an equal chance of being selected as the sample. Random sampling was easy to carry out and it did not need to follow difficult procedures. For grade XII, there are 13 classes in SMKN 1
Tengaran. Meanwhile, after choose the sample randomly the samples of the research all of the students from XII TB 1 class.

C. Technique of Collecting Data

1. Test

Test is used to measure the capabilities of the object of the research (Arikunto, 2010: 266). Especially for learning achievement that commonly used in school, test can be divided into two general categories, they are:

a. Test Created by Teacher

Test made by the teacher with particular procedure, but no trials have repeatedly then is not yet known features and benefits.

b. Standardized Test

Test that usually already provided in the testing agencies, which are already guaranteed quality. And Standardized Test trial has been experienced repeatedly so it can be said to be good.

2. Documentation

According to Arikunto (2010), Documentation method is collecting data on things or variable such as notes, transcript, books, newspapers, magazines, inscriptions, agendas, etc.

D. Data Collection

1. Test

Test as instrument of data collection will help the writer easily collect the data. The researcher gave test to the students to be done. They had to make a short narrative text based on the given picture. Before it, the researcher reminded them about the role of narrative text, the generic structure and the simple past tense, etc. the researcher
also gave example of narrative text so that they could imagine the form of narrative
text. After that, they did their task to write.

2. Documentation

In this research, the researcher used sheets of students’ tasks as media of the research. The sheet was used to help researcher to give scores to the students. The researcher also takes some photos of the students’ activities in class in order to get valid data.

E. Data Analysis Method

In analyzing the students’ errors, the researcher used descriptive or qualitative method. This method is used to describe students’ ability on the use of simple past tense in English narrative text.

According to Dulay, Burt and Krashen (1982: 154-162), errors can be classified into four types. They are: errors of omission, errors of addition, errors of misformation, and errors of misordering.

To analyze how many percent of errors made by the students, the researcher uses percentage formula as Sudijono (1997: 4) stated:

\[ P = \frac{F}{N} \times 100\% \]

- P = Percentage of the error
- F = Frequency of the error
- N = Total number of the errors
CHAPTER IV

DATA ANALYSIS

A. Data Presentation

In this chapter, the researcher would like to present the result of the research to answer the problem statement in chapter one. The researcher wanted to analyze the errors made by the students of SMKN 1 Tengaran on the use of simple past tense in English narrative text. There are four types of errors that students made in their writing; they are error of omission, error of addition, error of misordering and error of misformation.

From the analysis of the data, the percentages of students’ errors can be seen in the table below:

Table 4.1

The percentage of students’ errors

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of error</th>
<th>Total of error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Error of Omission</td>
<td>12</td>
<td>11.32%</td>
</tr>
<tr>
<td>2.</td>
<td>Error of Addition</td>
<td>22</td>
<td>20.75%</td>
</tr>
<tr>
<td>3.</td>
<td>Error of Misordering</td>
<td>3</td>
<td>2.83%</td>
</tr>
<tr>
<td>4.</td>
<td>Error of Misformation</td>
<td>69</td>
<td>65.09%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the table above, the researcher found that the most dominant error students made is error of misformation with the percentage is 65.09% or amount 69 errors. the other percentage of errors are 20.75% or 22 for error of addition, 11.32% or 12 for error of omission and 2.83% or 3 for error of misordering.
B. Discussion

Based on the data presentation and analysis of the data, the researcher will discuss the research finding as follows:

1. The analysis about types of errors that occur on the use of simple past tense in English narrative text.

The details of the types of errors that students’ made in their writing can be seen in the explanation below:

a. Error of Omission

There are amount 12 or 11.32% errors of omission that students made in their writing. Their errors in this area were as follows:

1) Wrote : Her stepmother not permit her to go
   It should be : Her stepmother did not permit her to go

2) Wrote : Cinderella’s father miserable
   It should be : Cinderella’s father was miserable

3) Wrote : But not allowed by her stepmother
   It should be : But was not allowed by her stepmother

4) Wrote : Cinderella sad
   It should be : Cinderella was sad

5) Wrote : Cinderella’s stepmother and stepsisters shocked met Cinderella
   It should be : Cinderella’s stepmother and stepsisters were shocked to meet Cinderella

6) Wrote : The clock sound
   It should be : The clock was sound
7) Wrote: Cinderella’s stepmother very wicked and she made Cinderella as servant

It should be: Cinderella’s stepmother was very wicked and she made Cinderella as servant

8) Wrote: A widower wedding with a widow

It should be: A widower held a wedding with a widow

9) Wrote: Cinderella sad and cried

It should be: Cinderella felt sad and cried

10) Wrote: Cinderella very happy because she had friends

It should be: Cinderella was very happy because she had friends

11) Wrote: Because her mother dead

It should be: Because her mother was dead

12) Wrote: The stepsisters envy

It should be: The stepsisters was envy

b. Error of Addition

There are amount 22 or 20.75% errors of addition that students made in their writing. Their errors in this area were as follows:

1) Wrote: They didn’t to allow Cinderella

It should be: They didn’t allow Cinderella

2) Wrote: When the time to pointed at 12 p.m.

It should be: When the time pointed at 12 p.m.

3) Wrote: The prince was found her glass slipper

It should be: The prince found her glass slipper

4) Wrote: Cinderella’s stepmother and stepsisters to managed
It should be: Cinderella’s stepmother and stepsisters managed

5) Wrote: The fairy godmother to gave qualification

It should be: The fairy godmother gave qualification

6) Wrote: The prince to produced a party

It should be: The prince produced a party

7) Wrote: Cinderella’s father was died

It should be: Cinderella’s father died

8) Wrote: Cinderella’s stepmother didn’t to licence

It should be: Cinderella’s stepmother didn’t licence

9) Wrote: The prince to invented

It should be: The prince invented

10) Wrote: Cinderella’s stepsisters to wished to join the prize contest

It should be: Cinderella’s stepsisters wished to join the prize contest

11) Wrote: The prince to held a ball

It should be: The prince held a ball

12) Wrote: Cinderella’s stepmother didn’t allowed

It should be: Cinderella’s stepmother didn’t allow

13) Wrote: Cinderella couldn’t to go

It should be: Cinderella couldn’t go

14) Wrote: Cinderella’s stepmother and stepsisters did not permitted

It should be: Cinderella’s stepmother and stepsisters did not permit

15) Wrote: She to made Cinderella as servant
It should be: She *made* Cinderella as servant

16) Wrote: *Both of Cinderella’s stepsisters to came to castle*
   It should be: *Both of Cinderella’s stepsisters came to castle*

17) Wrote: *Because her mother was died*
   It should be: *Because her mother died*

18) Wrote: *Cinderella’s happiness to disappeared*
   It should be: *Cinderella’s happiness disappeared*

19) Wrote: *Cinderella’s family to got a letter*
   It should be: *Cinderella’s family got a letter*

20) Wrote: *Cinderella really wanted to goes to the kingdom*
   It should be: *Cinderella really wanted to go to the kingdom*

21) Wrote: *A fairy godmother to came and to turned Cinderella*
   It should be: *A fairy godmother came and turned Cinderella*

22) Wrote: *The fairy made Cinderella to went to the party to met the prince*
   It should be: *The fairy made Cinderella went to the party to meet the prince*

c. Error of Misformation

There are amount 69 or 65.09% errors of misformation that students made in their writing. Their errors in this area were as follows:

1) Wrote: *They always asks Cinderella to do the house hold tasks.*
   It should be: *They always asked Cinderella to do the house hold tasks.*
2) Wrote: Cinderella’s fairy godmother comes and changes a pumpkin into a fine coach

It should be: Cinderella’s fairy godmother came and changed a pumpkin into a fine coach

3) Wrote: Cinderella try the glass slipper too

It should be: Cinderella tried the glass slipper too

4) Wrote: She suffer

It should be: She suffered

5) Wrote: She can arrived to the ball

It should be: She could arrive to the ball

6) Wrote: Cinderella go home

It should be: Cinderella went home

7) Wrote: Cinderella can go to the ball

It should be: Cinderella could go to the ball

8) Wrote: She live with her father

It should be: She lived with her father

9) Wrote: In the ball the prince and Cinderella dance together

It should be: In the ball the prince and Cinderella danced together

10) Wrote: They life happily

It should be: They lived happily

11) Wrote: She was suffer

It should be: She suffered

12) Wrote: Her stepmother always persecution her

It should be: Her stepmother always persecuted her

13) Wrote: One day Cinderella’s mother is dead
It should be: *One day Cinderella’s mother was dead*

14) Wrote: *Cinderella has stepmother and two stepsisters*

It should be: *Cinderella had stepmother and two stepsisters*

15) Wrote: *Cinderella make a wish*

It should be: *Cinderella made a wish*

16) Wrote: *When the prince searches Cinderella*

It should be: *When the prince searched Cinderella*

17) Wrote: *The prince invite Cinderella’s family*

It should be: *The prince invited Cinderella’s family*

18) Wrote: *When Cinderella’s stepmother don’t know*

It should be: *When Cinderella’s stepmother didn’t know*

19) Wrote: *The prince and Cinderella dance at the ball*

It should be: *The prince and Cinderella danced at the ball*

20) Wrote: *And make the stepsisters fill jealous*

It should be: *And made the stepsisters felt jealous*

21) Wrote: *He find the glass slipper*

It should be: *He found the glass slipper*

22) Wrote: *Once upon a time Cinderella’s father get marriage again*

It should be: *Once upon a time Cinderella’s father got married again*

23) Wrote: *The prince came and asked Cinderella to danced*

It should be: *The prince came and asked Cinderella to dance*

24) Wrote: *The atmosphere to get to change*

It should be: *The atmosphere got to change*
25) Wrote: They make Cinderella as servant
   It should be: They made Cinderella as servant
26) Wrote: The prince looking for Cinderella
   It should be: The prince looked for Cinderella
27) Wrote: Cinderella’s father works in another city
   It should be: Cinderella’s father worked in another city
28) Wrote: The Cinderella’s stepsisters follow the contest
   It should be: The Cinderella’s stepsisters followed the contest
29) Wrote: Cinderella’s mother to treat her as maid
   It should be: Cinderella’s mother treated her as maid
30) Wrote: With a widow to own 2 daughters
   It should be: With a widow owned 2 daughters
31) Wrote: Cinderella have a stepmother and two stepsisters
   It should be: Cinderella had a stepmother and two stepsisters
32) Wrote: Cinderella can’t came to ball
   It should be: Cinderella couldn’t come to ball
33) Wrote: And transform Cinderella into beautiful princess
   It should be: And transformed Cinderella into beautiful princess
34) Wrote: She should went home before 12.00
   It should be: She should go home before 12.00
35) Wrote: One day Cinderella’s father went to worked
   It should be: One day Cinderella’s father went to work
36) Wrote: There were announcement about a party
   It should be: There was announcement about a party
37) Wrote: Her name is Cinderella
It should be: Her name was Cinderella

38) Wrote: When the time to point at 12.00 p.m

It should be: When the time pointed at 1.00 p.m

39) Wrote: Cinderella’s father marriage again

It should be: Cinderella’s father married again

40) Wrote: She want to go

It should be: She wanted to go

41) Wrote: Cinderella meet beautiful fairy

It should be: Cinderella met beautiful fairy

42) Wrote: Cinderella go to the party

It should be: Cinderella went to the party

43) Wrote: The prince came and choose

It should be: The prince came and chose

44) Wrote: Cinderella’s father get married again

It should be: Cinderella’s father got married again

45) Wrote: She go to the ball

It should be: She went to the ball

46) Wrote: A fairy godmother come to Cinderella

It should be: A fairy godmother came to Cinderella

47) Wrote: Cinderella can arrived

It should be: Cinderella could arrive

48) Wrote: A widow that have two daughters

It should be: A widow that had two daughters

49) Wrote: Cinderella run out from the ball

It should be: Cinderella ran out from the ball
50) Wrote: And transform Cinderella into a beautiful princess
   It should be: And transformed Cinderella into a beautiful princess
51) Wrote: The prince see that the glass slipper lit her foot
   It should be: The prince saw that the glass slipper lit her foot
52) Wrote: Her stepmother has two daughters
   It should be: Her stepmother had two daughters
53) Wrote: They will came home
   It should be: They would come home
54) Wrote: Suddenly Cinderella meet an angel
   It should be: Suddenly Cinderella met an angel
55) Wrote: Now, Cinderella live with her stepmother and her stepsisters
   It should be: Now, Cinderella lived with her stepmother and her stepsisters
56) Wrote: Her stepmother persecution her
   It should be: Her stepmother persecuted her
57) Wrote: She can arrived to the ball
   It should be: She could arrive to the ball
58) Wrote: The fairy made Cinderella to went to the party to met the prince
   It should be: The fairy made Cinderella went to the party to meet the prince
59) Wrote: Cinderella’s father go to another city
   It should be: Cinderella’s father went to another city
60) Wrote: Cinderella run home in a hurry
It should be: Cinderella ran home in a hurry

61) Wrote: Cinderella cannot go to the party in the palace
It should be: Cinderella could not go to the party in the palace

62) Wrote: She is so sad
It should be: She was so sad

63) Wrote: Her parents lovely Cinderella so much
It should be: Her parents loved Cinderella so much

64) Wrote: Cinderella’s stepmother to assume her like a slave
It should be: Cinderella’s stepmother assumed her like a slave

65) Wrote: Cinderella’s fairy godmother to take a pumpkin
It should be: Cinderella’s fairy godmother took a pumpkin

66) Wrote: A fairy godmother came to helped
It should be: A fairy godmother came to help

67) Wrote: Cinderella’s father went to worked
It should be: Cinderella’s father went to work

68) Wrote: Cinderella’s stepmother and stepsisters began to showed their real personality
It should be: Cinderella’s stepmother and stepsisters began to show their real personality

69) Wrote: Suddenly a fairy to call on and to give a gown
It should be: Suddenly a fairy called on and gave a gown

d. Error of Misordering

There are amount 4 or 3.17% errors of misordering that students made in their writing. this error characterized by the incorrect placement of a morpheme or group of morphemes in an utterances. Their errors in this area were as follows:
1) Wrote: *When the prince and Cinderella passionate danced*
   It should be: *When the prince and Cinderella danced passionately*

2) Wrote: *She very suffer*
   It should be: *She suffered greatly*

3) Wrote: *Who was the beautiful princess*
   It should be: *Who the beautiful princess was*

2. The profile of the students’ errors

From the analysis above, the researcher distinguished each error as follow:

a. Error of Omission

   Error of omission relates to the absence of an item that must appear in a well-formed utterance. The students made grammatical errors by omitting some words, and made their sentences ungrammatical. Their errors in this area are as follow:

1) Omission of auxiliary “did” which should be presented in their sentences.
   For example:
   a) *Her stepmother not permit her to go.* (Her stepmother did not permit her to go.)
   b) *Cinderella cried because her stepmother not permit.* (Cinderella cried because her stepmother did not permit.)

2) Omission of “to be”
   a) *Cinderella’s father miserable.* (Cinderella’s father was miserable.)
   b) *The clock sound.* (The clock was sound.)

3) Omission of the verb
   a) *A widower wedding with a widow.* (A widower held a wedding with a widow.)
b) Cinderella **sad** and cried. (Cinderella **felt sad** and cried.)

4) Omission of “to” and “to”

a) Cinderella’s stepmother and stepsisters **shocked met** Cinderella.

   (Cinderella’s stepmother and stepsisters **were shocked to meet** Cinderella)

b. Error of Addition

Error of addition relates to the presence of an item that must not appear in well-formed utterances. The students made error by adding some elements in one or several parts in the sentences which must not be presented, and made their sentences ungrammatical. Their errors in this area are as follow:

1) Addition of “to”

   a) They **didn’t to allow** Cinderella. (They **didn’t allow** Cinderella.)

   b) The prince **to produced** a party. (The prince **produced** a party.)

2) Addition of “to be”

   a) The prince **was found her glass slipper.** (The prince **found her glass slipper.**)

   b) Cinderella’s father **was died.** (Cinderella’s father **died.**)

3) Addition of suffix “s/es” in to infinitive form

   a) Cinderella really **wanted to goes** to the kingdom. (Cinderella really **wanted to go** to the kingdom.)

4) Addition of double marking of past form

   a) Cinderella’s stepmother **didn’t allowed.** (Cinderella’s stepmother **didn’t allow.**)

c. Error of Misformation
Error of misformation relates to the use of the wrong form of the morpheme or structure. The students made error by using inappropriate grammar in one or several parts of a sentence. Their errors in this area are as follow:

1) Using verb in present form in past sentence
   a) They always asks Cinderella to do the house hold tasks. (They always asked Cinderella to do the house hold tasks.)
   b) When the prince searches Cinderella. (When the prince searched Cinderella)

2) Using verb2 after modals
   a) She can arrived to the ball. (She could arrive to the ball)
   b) She should went home before 12.00. (She should go home before 12.00)

3) Using modals in form 1, in past sentence
   a) Cinderella can go to the ball. (Cinderella could go to the ball.)
   b) They will came home. (They would come home.)

4) Using “noun” to show action word
   a) Her stepmother always persecution her. (Her stepmother always persecuted her.)
   b) Cinderella’s father marriage again. (Cinderella’s father married again.)

5) Using to be in present form in past sentence
   a) One day Cinderella’s mother is dead. (One day Cinderella’s mother was dead.)

6) The use of past verb after “to”
a) One day Cinderella’s father went to worked. (One day Cinderella’s father went to work.)

b) The prince came and asked Cinderella to danced. (The prince came and asked Cinderella to dance.)

7) The use of gerund to show action
   a) The prince looking for Cinderella. (The prince looked for Cinderella.)

8) Using “to infinitive”
   a) The atmosphere to get to change. (The atmosphere got to change.)
   b) With a widow to own 2 daughters. (With a widow owned 2 daughters.)

9) The use of wrong form of “to be”
   a) There were announcement about a party. (There was announcement about a party.)

10) Using adverb to show action
    a) Her parents lovely Cinderella so much. (Her parents loved Cinderella so much)

d. Error of Misordering

   Error of misordering relates to the incorrect placement of a morpheme or group of morphemes in an utterance. This kind of error means that the sentence can be right in presented elements, but wrongly in sequence. Their errors in this area are as follow:

1) When the prince and Cinderella passionate danced. (When the prince and Cinderella danced passionately.)

2) She very suffer. (She suffered greatly)

3) Who was the beautiful princess. (Who the beautiful princess was.)
CHAPTER V

CLOSURE

A. Conclusion

After finishing the research which entitled “Error Analysis on the Use of Simple Past Tense in English Narrative Text Written by the Students of SMKN 1 Tengaran in the Academic Year of 2016/2017”, the writer can draw some conclusions as follow:

1. There are four types of error that occurs on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017. Based on the research finding in chapter four, it shows that the students made total of 106 errors. The most dominant error students made is error of misformation with the percentage is 65.09% or amount 69 errors. the other percentage of errors are 20.75% or 22 for error of addition, 11.32% or 12 for error of omission and 2.83% or 3 for error of misordering.

2. Each of these errors differs from others. Error of omission relates to the absence of an item that must appear in a well-formed utterance. Error of addition relates to the presence of an item that must not appear in well-formed utterances. Error of misformation relates to the use of the wrong form of the morpheme or structure. Error of misordering relates to the incorrect placement of a morpheme or group of morphemes in an utterance.

B. Suggestion

1. To the students

   a. The students should pay more attention about the grammar rules, especially on the use of the verb in simple past tense.
b. The students should practice writing narrative text by using simple past tense properly.

2. To the teacher
   a. The teacher should teach the students about simple past tense well.
   b. The teacher should explain to the students about the use of simple past tense in the sentences.
   c. The teacher can give a clear example in a text, so that the students can understand about the use of simple past tense in a narrative text.

3. To the institute
   a. The institute should monitor the entire English teacher to teach the same material to the students, so the students’ ability can be equal.

4. To the researcher
   a. The researcher should also analyze another aspect of students’ grammatical rule in narrative text.
   b. The researcher should give any suggestion to the students learning process to increase their ability.
REFERENCES

Gelb I.J, A Study of Writing, the University of Chicago Press, Chicago 1951

CURRICULUM VITAE

Name : Kun Aminah

Student Number : 113 12 085

Place and Date of Birth : Kab. Semarang, October 10th, 1994

Address : Kaliwaru Tengaran, RT.27/RW.05, Kab. Semarang

E-mail address : Artoria.kun@gmail.com


2006 – 2009 : Program Junior High School (SMPN) 1 Tengaran

2009 – 2012 : Program Vocational High School (SMKN) 1 Tengaran

Edu cati on

English Education Department Teacher Training and Education Faculty State Institute For Islamic Studies (IAIN) Salatiga