AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS’ NARRATIVE PARAGRAPH OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR 2019/2020

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

By :

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2019
DECLARATION AND PERMISSION FOR PUBLICATION

In the name of Allah, The Most Gracious and Merciful

I myself who have marked below:

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Hereby, the researcher fully declares that this graduating paper was written by the writer herself. This paper does not contain any materials which have been published by other people. The materials and ideas from other people in this graduating paper were cited scientifically. Thus, the declaration is made by the writer and she hopes that this declaration can be understood well. The researcher will also agree if the library of IAIN Salatiga publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, August 23th 2019

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ATTENTIVE COUNSELOR’S NOTE
Case: Aini Murthofiah’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alikum, Wr. Wb.

After reading and correcting graduating paper entitled AN ANALYSIS OF GRAMMATICAL ERRORS STUDENTS’ NARRATIVE PARAGRAPH OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR 2019/2020, I have decided and would like to purpose that if it could be accepted by the Teacher Training and Education Faculty. I hope this graduating paper can be examined as soon as possible.

Assalamu’alikum, Wr. Wb.

Counselor,

\[Signature\]

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A GRADUATING PAPER
AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS’ NARRATIVE PARAGRAPH OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR 2019/2020

WRITTEN BY:
AINI MURTHOFT’AH
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on October 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, August 23rd, 2019
Dean of Teacher Training and Education Faculty
MOTTO

Because in fact after the difficulty there is convenience.

Surat Al Insyirah:05

Actually after the difficulty there is convenience.

Surat Al Insyirah:06
DEDICATION

This graduating paper is dedicated to:

1. My beloved mother Munjayanah and my beloved father Aminudin thanks for all the prayers, support, trust, and sacrifice. I do love you.

2. Alm. Mr. Zoemri and Mrs. Latifah Zoemri, thanks for your knowledge and your prayer.

3. My beloved brother Khoirul Anam and my beloved sister Nurmalita who always take care of me.

4. The big family Al Falah Islamic Boarding School Salatiga especially Ikhsan Maulana, Uswatun, Epa, Empit, Rodziah, Rully, Hanipah, Miladil, all of B6 and B8 room, thanks for your kindness, support, motivated and friendship.

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8. All of my friends at IAIN Salatiga that I cannot mention one by one.
9. All of my friends at Islamic Boarding School Al Falah Salatiga thanks for your kindness, supports and friendship.

Salatiga, August 23\textsuperscript{th} 2019

The writer,

\textit{Aini Murthofi’ah}

NIM.113 14 181
ACKNOWLEDGEMENT

Assalamualikum Wr. Wb

Alhamdulillahirabbi’alamin, firstly the writer says as praise and thanks to Allah SWT, the most gracious, the most merciful, the lord of universe, because of Him, the researcher could finish this graduating paper as one of the requirements for Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. Secondly, peace and salution always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those support, guidance, help and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to give deepest gratitude for:

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2. Prof. Dr. H. Mansur. M.Ag. as the Dean of Teacher Training and Education Department.
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7. All official staff of IAIN Salatiga.

8. All administration and the library staffs on their help in both area.

Thanks to all that cannot be mention one by one. I hope the reader can give me critique, recomendations for the next researcher.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to be readers. And the researcher is pleased to aspecct more suggstion and contribution from the reader for the improvement of the graduating paper.

Salatiga, 30th April 2019

The writer.

Aini Murthofi’ah
NIM.113 14 181
ABSTRACT


The objectives of the study are: (1) To identify the types of students errors in writing narrative paragraph on past tense for the fourth semester students of IAIN Salatiga in the academic year 2019/2020. (2) To identify the students errors in writing narrative paragraph on past tense for the fourt semester students of IAIN Salatiga in the academic year 2019/2020. The number of subject of the research are 31 students of IAIN Salatiga for the fourt semester.

The methodology of this research used descriptive qualitative research. The descriptive analysis method and using the procedure of error analysis itself. Descriptive analysis is the researcher collect the data and analyze the data. The data collected through test and documentation.

The result showed that the most common types error made by students are past tense especially in the verb with the number of errors are 126 or 50.00% and the modal with the number error are 122 or 48.41%. The source of errors identified in this study is verb in the formula of past tense. The lowest of the sources of errors made by students are past continues tense with the number of errors are 4 or 1.59%. The sources of errors indentified in this study is form of past continues tense. Sometimes, the students forget with the form from that. The form is: S + To be (was, were) + verb I Ing + Object. It showed that the usage of the grammatical writing is difficult for the students.

Keyword: Grammar, Writing, Narrative.
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CHAPTER I

INTRODUCTION

In this chapter contains of the background of the study, problem of the study, objective of the research, significances of the research, definition of the key term, and out line of the research.

A. Background of the Study

Language is a system that connects thoughts, which can not be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (e.g., Braille), (Delahunty & Garvey, 2014:5). So, language is a system can change for the time, and always show the expression of thought from one people to another people. All of the people in the world use English as second or foreign language. Therefore, Indonesian people must study English because they know that English is a international language. The English language is a foreign language that is taught at school. In other hand, Brown (2000:17) explained Language is a system of arbitrary conventionalized vocal, written and gesture symbols that enables members of a given community to communicate intelligibly with one another.

In English there are four certain major language skills that should be targeted by a language learners. According to Harmer (1989:16) those are listening, speaking, reading, and writing skills. Listening and reading skill are referred as receptive skills while speaking and writing skills are referred as productive skills. All of the people in the world use English as second or foreign language. Therefore, Indonesian people must study English because they know
that English is an international language. The English language is a foreign language that is taught at school like Elementary School, Junior High School, Senior High School, and university.

Grammar is one of the subskill which support the writing. According to Thornbury (2005:20) the grammar of speech is identical to grammar to write the text. The example of different about writing and spoken grammar have to do with the distribution particular items. But the problem is, some of the students make an errors when they want to make the sentence until become a good paragraph. It is known that English grammar is different from Indonesian grammar. The difference between the grammar of native language and target language is one of the factors, which induces the students to make many errors. For example, I broke a table yesterday. Which is supposed to be I broke a table.

Lorch (1984:04) the telephone and the videotape we often meet our need to communicate through writing. Writing is rewarding in other sense too the act of writing can help us discover that we think and tell. According to Nunan (2003:89) quotes by Marulafau & Al Hafizh (2013:vol.1.no.03) that writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization in the most evidence of ability. For that reason, writing is always learned in any levels of English lesson.

Koneru (2012:337) narrative paragraph tells a story or narrates events. Usually, a narrative paragraph is developed with an accident on anecdote. Occasionally, a narrative writing is combined with other kinds of writing. According to Koneru (2012:335) narrative paragraph is written is support of an
opinion or in an effort to persuade the reader to follow a certain course of action. According to Pardiyono (2007:94) narrative is a story talk the past activities or events which order to problematic and to give a lesson to readers. Therefore, narrative is a description of events, story of legend, and story of something that happened.

According to Koneru (2012:323)paragraph is a group of sentences that are related to one another and form a single corehent part of larger unit of thought paragraph contains one core idea. Paragraph is made up of one topic sentence and a number to support sentence. Support sentence provide explanation and evidence for the topic sentence. According to Boardman (2008:03) the paragraph is the basic unit of academic writing in English. There are three types of paragraph: narrative paragraph tells a story, descriptive paragraph tells what something looks like physical, and expository paragraph explain something. According to Zemach & Islam (p.09) a paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic.

Dewanti (2014:vol.03) error is different from mistake. Making error and mistake are commonly done by the second language learners and foreign language learners. According to Corder (1967) that errors are things made by beginner of second or other language learners who do not yet have a full command of language system say so. Therefore, they are native speaker or second language learners could make mistakes in producing the language. Without deep understanding, the learners usually tend to look the mistakes or errors is synonim.
Based on the explanation above, that grammar has important role in writing especially in narrative text that the writer is going to analyze the problem which is often found in writing narrative text. Sometimes the students make errors in writing English paragraph. The researcher observed in the field from some students feel confuse about the form of the verb in past tense. And than, the researcher asked to the lecture in the Genre-Based Writing about her students in the class. Because the form of verb in present tense and past tense are different. Students have lack vocabulary that make them cannot write sentences in past tense. From the explanation above, an errors analysis has important role to reveal what kinds of errors that the students do mostly. Finally, the writer is interested in conducting an error analysis by proposing Graduating Paper under the title: “An Analysis of Grammatical Errors in Students’ Narrative Paragraph of the Fourth Semester Students of English Department of IAIN Salatiga in the Academic Year 2019/2020”.

B. Problem of the Study

Based on the background of study, the researcher formulates some statements of the problem as follows:

1. What are the type of students errors in students’ writing narrative paragraph?
2. What are the students errors make in students’ writing narrative paragraph?
C. Objective of the Research

Dealing with the statement of the problem above, the researcher intends to achieve some objectives through the study as follows:

1. To identify the types of students errors in students’ writing narrative paragraph.
2. To identify the students errors make in students’ writing narrative paragraph.

D. Significant of the Research

The researcher viewed that the following benefit may be derived from study:

1. Theoretical Benefit

This study is expected to enrich theoretical performative on grammatical errors, especially, how to analyze the grammatical errors in writing narrative paragraph on past tense.

2. Practical Benefit
   a. For the Teacher
      To improve the teaching techniques in using every aspect of grammar on past tense in writing narrative paragraph.
   b. For the Students
      This research may assist them on past tense in writing narrative paragraph correctly.
c. For the Researcher

This research becomes input about common problem grammatical errors for the students do.

d. For other Researcher

The result may serve as guidelines for the future study related to the subject. Especially in writing narrative paragraph on past tense.

E. Definition of the Key Term

The researcher defines some of key terms used in the study. To make title easy understood. The researcher wants to give the definition and a little bit explanation of the terms used. They are:

1. Grammar

According to Tony and Kenneth (2013:04) that grammar is mean as the rule system of the language, but is also use to think of it as a resource for expressing meaning. According to Peny (1996:75) quotes by Evayani (2013:12) grammar is defined as words that are pu together to make correct sentence is does not only aspect how the units of words are combined in order to make correct sentences but also affect their meaning.

2. Error

According to Taylor (1997:3) that error in a scientific measurement means the inevitable uncertainty that come all measurements. In textbooks introduce definition of error, and these are discussed about later. And now,
error is use exclusively in sense of uncertainly, and the two words are used interchangebly. An error a noticeable devition from adult grammar native speaker, reflect the competence of the learner. Expanation from Brown (2007:258). According to Turton (p.vii) a common error is one that is made frequently by learners of various language backgrounds. An error that is made, for example, only by Italian learners of English is not include.

3. Writing

According to Harmer (2004:31) writing as one of four skills of listening, speaking, reading, and writing. It has important of writing different from teaching situation. Writing is usualy not time bound in a way conversation. Students frequently have a more time to think if they do in oral activities. Hadriana (2017) explain that writing can be categorized from communication. Writing is a natural interactive process because it emerges from the symbolic interaction among author, text and reader. Writing is a process of thinking. While writing, one severals what is one’s mind on the paper based on one’s writing purpose.

4. Narrative Paragraph

According to Refnaldi (2010:385) quotes by masvani and Al Hafidz that narrative has several aspect. Social function of narrative text such as cultural values, a crisis point of problem of story etc.

5. Past Tense
According to Fika, Warib, Soesanto (1991:38) the simple past tense is a verb tense that is used to talk about things that happened or existed before now. Schrampfer (1992:18) the simple past is used to talk about activities or situations that began and ended in the past. The formula is:

Subject + To be (was/were) + Object

Subject + Verb II + Object

F. The Graduating Paper Organization

The researcher want to arrange the graduating paper in order to be understood by the reader easily. It is devising into five chapters.

Chapter I presents the background of the study, problem of the study, objective of the study, limitation of the study, significant of the study, definiton of the key terms, and graduating paper outline.

Chapters II is the theoritical farmwork. It consist of the previous studies and review of related theory in order to strenghen the theory of the research.

Chapter III is research methodology. Is consist of place and time of the research, type of the research, object of the research, data sources, technique of data collection, data analysis, and procedure of the research.

Chapter IV is research findings. It is consist of data identification, data description, and data explanation.

Chapter V is closure that consist of conclusion and suggestion. The last parts are references and appendix.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher intends to present the theoretical framework of the study, it consist of literature review and previous studies related to the study.

A. Review of Related Theory

1. Grammar

Tony & Kenneth (2013:04) grammar is mean as the rule system of the language, but it is also useful to think of it as a resource for expressing meaning. Then Tony and Kenneth said that thinking grammar as primarily ‘rules’ tends to make people think there is a one-to-one relationship between grammar and meaning. From the statement, grammar is power of good language. When we will talk with English language we use grammar. So, the grammar is important in a language.

Thornbury (2005:20) said that the grammar of speech is identical to the grammar of written texts. Then, Scott Thornbury explains that it is theoretically possible to have short conversation where each utterance consist of nothing but a single word of short phrase, as in this invented. Therefore, grammar is the characteristic of written text, if we will write some sentence, paragraph, text, etc always use grammar. It is known that English grammar is different from Indonesian grammar. The difference
between the grammar of native language and target language is one of the factors, which induces the students to make many errors. For example, I broke a table yesterday. Which is supposed to be I broke a table.

According to Peny (1996:75) grammar is defined as words that are put together to make correct sentence is does not only aspect how the units of words are combined in order to make correct sentences but also affect their meaning. So, that the grammar is manner to make a good sentence and then that is not about good sentence but talked about the meaning of this sentence. According to Fika, Warib, Soesanto (1991:1) in every aspect sentence grammar consist of Subject, Predicate, Object.

a. Subject

Something that is discussed in a sentence that it located before the verb and the condition of the subject must be noun pronoun or another word that can be compared with the noun.

b. Predicate

Main sentence description and each designation must be verb or auxiliary verb. So, this designation is what is discussed from the thing or about the subject.

c. Object

The purpose of work of the subject in place after predicate.

2. Error

Error is the wrong deviation made by native speaker because they don’t know the correct form. A mistake is a performance error because the
native speaker forget the correct form Brown (1994). Error can define as the condition of being wrong. When something error, that found problem. For example, when we use computer program, then came dialog reads “An unexpected error occured. The file cannot found”. Then Brown (1994:170) expains that “Error are part of students” interlingua that is the version of the language which a learner has at any stage of development, and which is constantly reshaped as it aims to gain full mistery. So, error is something like glue in students. They need guide to learn good writing with grammatical rule. The students error can be looked from the errors produced in their works.

According to Schampfer (1993) quotes by Cholipah () the type of errors into some kinds. The explanation is elaborated as follows:

a. Singular-Plural

Singular number is when a noun denotes more than one object e.g. I have one pencil. Plural number is a noun denotes more than one object e.g. I have two pencils. Generally, plural nouns can be added by –s (ass in friends) or –es (as in classes) after noun, moreover, in irregular noun form, plural has various types e.g. child-children, ox-oxen, foot-feet, man-men, wife-wives, etc.

b. Word Form

Word form is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something; the inflected forms of a word can be represented by a stem and a list of
inflections to be attached. The error word form in a sentence e.g. I saw a beauty picture.

c. Word Choice

Diction will be effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable (grammar.about.com:2013).

Word choice is using the word that consist to the context of utterance. For example: I am looking at you.

d. Verb Tense

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. In addition to denoting time relationship, the verb tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress.

e. Add a Word

According to (Dulay:156) add a word has slight similar example with the term of Omission in Dulay, et al. Omission is the absence of an item of morphemes that must appear in a sentence of utterance.
f. Omit a Word

Betty S. Azzar gives example the error of Omit a word e.g. *She entered to the university*. The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word.

g. Word Order

In linguistic, word order typology refers to the study of the order of the syntactic constituents of a language, and how different language can employ different orders. E.g. I saw five times that movie.

h. Incomplete Sentence

According to Stanley (p:439) incomplete sentence are missing necessary words or phrase. In complete sentence happens when morpheme of words or phrase is missing in the utterance or sentence.

i. Spelling

Spelling rules apply to a relatively small number of words, and unfortunately almost all rules have exceptions. Some of the rules can help you to spell the common of the words.

j. Punctuation

According to Ibid (p:458) punctuation can help a reader to follow the separations or links that you wish to make between sentences and parts of sentences are the same. Stanley explain that they are 12 types of punctuations. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or -),
the parenthesis (()), the brackets ({}), the ellipsis (...), the quotation mark (""""), and the apostrophe (’).

k. Capitalization

Capitalization is to capitalize the first of a sentence. In English are many rules for using capital letters. E.g. My best friend in my dog. In the pronoun I, e.g. He and I never give up.

l. Article

According to Stanley (p:431) the article a, an, and the. The modify noun. A and a are indefinite; a car could mean any car. The is indefinite: the car indicates a specific car. The article a precedes nouns that start with a consonant sound (a rock et). The article an precedes noun that start with a vowel sound (an astronaunt).

m. Meaning Not Clear

Meaning not clear can happens when the sentence or utterance is not interpretable, for example: He borrowed some smoke.

n. Run On Sentence

A run on sentence occurs when two sentences are incorrectly connected. The end of one sentence and the beginning of the next sentence are not properly marked by a period and a capital letter.

3. Grammatical Error

According to Burt and Kiparsky (1974) grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. Dewanti (2014:vol.03) grammatical errors is kind of
important to be considered by the learners because it does not match with grammatical system of a language. Therefore, the English learners have to be able to know what the grammatical rules of English and how to apply them especially in writing. The grammatical errors will found in students text writing sometimes will influence of the meaning on the paragraph or text. In arranging paragraph many students still make incorrect grammatical patterns that will might cause confuse. By correct grammatical patterns, students will be good writing.

4. Writing

According to Nunan (2003:88) “writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express then and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts, edits, and reads. This is process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report”. Therefore, writing is producing and expressing word and sentences with the meaning from our brain. Then, writing will become tool to transfer our ideas.

According to Harry and friends (p.284) quotes by Rayendriani (2014:vol.02) “writing is one means for expressing though. The effectiveness of though, and thus of the writing is dependent upon both the
natural ability and the experience of the individual”. So, writing is the activity of transfer our ideas and to describe language to understood by someone written. It can easily the reader understand what we mean.

Leonard (1933:21) “writing is not language, but merely a way of recording language by means of visible marks. In some countries, such as China, Egypt, and Mesopotamia, writing was practised thousands of years ago, but to most of the languages that are spoken today it has been applied either in relatively recent times or not at all. Moreover, until the days of printing, literacy was confined to very few people. All language were spoken through nearly all off their history by people who did not read or write; the languages of such people are just as stable, regular, and rich as the language of literate nations. A language is the same no matter what system of writing may be used to record it, just a person is the same no matter how you take his picture”.

From the explanation above, everyone has observed that people learns to speak thus nature language before we learns to write or read it. Sometimes, what we will say and we will write it can not same. Learning writing system is not the same as learning a language. Language and writing in the learning process in native language usually forgotten when teacher teaching or learning a foreign language. Then, usually found mistake is consist in beginning the study its writing system. According to Koneru (2012) the most frequently assigned forms of writing in college are the paragraph, the essay, the essay test, and the research paper.
5. Paragraph

Zemach & Islam (2005:09) defines that a paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. Zemach & Islam then explain a paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say. Therefore, paragraphs have many sentences consisting of topic sentence and supporting sentences. In paragraphs, there is information about something, even, tell a story, opinion, and etc.

According to Boardman (2008:03) the paragraph is the basic unit of academic writing in English. So, students who want to study especially in University must learn how to write a paragraph. Because in academic writing, consist of essays, reports, research papers, and compositions are based on paragraph. Learning paragraphs is important for the academic writing.

Koneru (2012:323) defines that a paragraph is a group of sentences that are related to one another and form a single coherent part of larger unit of thought. Paragraph contains one core idea. Therefore, when we narrate an event we write a paragraph, when we describe a scene or a picture we write a paragraph. There are four types of paragraph: expository paragraphs, persuasive paragraphs, descriptive paragraphs, and narrative paragraphs.
1. Types of paragraph

1) An Expository Paragraph

An expository paragraph may give information, explain something, clarify something or define the meaning of something. The goal of expository writing is to explain and thereby your knowledge of a subject. An expository type of writing is always objective rather than subjective.

2) Persuasive Paragraph

A persuasive paragraph is written in support of an opinion or in an effort to persuade the reader to follow a certain course of action. The basis of a persuasive paragraph should be a limited topic that states an opinion about a debatable issue. Persuasive paragraph are a result of the logical presentation of the information.

3) Descriptive Paragraph

The writer describes the event, object, his experience, a particular person or a place. Description appears in all types of writing; expository, narrative, and persuasive. When you describe something, you must describe it vividly and precisely. But here, this descriptive paragraph is woven into the story and not presented as a separate unit.

4) Narrative Paragraph
Koneru (2012:337) defines “A narrative paragraph tell story or narrates events. Usually, a narrative paragraph is developed with an acident or an anecdote. Occasionally, a narrative writing is combined with other kinds of writing. Writers often combine narration and description and present the information in a paragraph”. Therefore, narrative paragraph is tell the reader about the legend of place or people, tell about story. A narrative paragraph:

a) It must be arouse the interest of the reader and establish the tone

b) It must be organise the material logically and in easy to understand fashion.

c) It must be convey personal feelings about the experience through the tone of narration.

d) It must be include a personal commentary or a summary of the experience.

e) It must be maintai a first person point of view consistently through out the narration.

f) It must be contribute to the reader’s understanding of the personal experience.

Connely & Clandinin (1990), Iranmanesh (2013) quotes by Faridi & Bahri (2016:vol.07) defines that narrative text is generally imaginary derived from imagination or the author’s experiences. Than expalin that on other hand, there are ceratain types of
narrative text which we can find in daily lives such as fairytales, legend, mystery, horror, stories, romance, and short stories. So that, narrative text is contain imagination of the writer and experience of the writer. All of people have experience, such as story about her romance, horror, and etc.

According to Setiawan (2007:41) narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers. So, narrative is text about the legend of the place the legend of people, for example: the legend of Malin Kundang, The legend of Sura and Baya. Otong then explain that to write the narrative, there are four components that shall be care:

a) Orientation

Orientation is parts of text give setting or opening about narrative.

i. The content consist topic an activity or event.

ii. It should be interest and easy to readers to know specially.

iii. Using adjective to describe personal attitude generally.

b) Complication

Complication is parts of text to inform about the conflict in narrative.
i. The content details about the activities or problematic which arranged sequence from introduction, conflict, to climax.

ii. Its talking cronologically, this is same with writing recount text, in narrative is also used sequence. Makers: first, second, third, or next, after, that, then, finally.

c) Resolution

Resolution is parts of text to describe about the reaction to solve the problem. Talking cronologically, this is same with writing recount text, in narrative is also used sequence. Makers: first, second, third, or next, after, that, then, finally.

d) Grammatical Features

i. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.

ii. Using verb of doing on predicate, such as got, ran out, which describe activities.

iii. Using adjective which the function to show the personal attitude, like: quiet, calm, confused, happy.

iv. Using conjunction.

6. Tenses

According to Schrampfer (1993) and according to Fika, Warib, Soesanto (1991) there are kinds of Tenses:
a. Simple Present Tense

Simple present tense is a sentence that states the work or events that occur during this day or daily habit. The simple present expresses *daily habits or usual activities*, as in (a) and (b). The simple present expresses *general statements of fact*, as in (c) and (d). In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future. The formula is:

<table>
<thead>
<tr>
<th>Subject + To Be (am, is, are) + Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjcet + Verb. I + Object</td>
</tr>
</tbody>
</table>

Example:

(+) We are busy everyday.

(-) We are not busy everyday.

(?) Are we busy everyday?

b. Present Progressive Tense

Present progressive tense is a job or event that occurs during the present and current period. The present progressive expresses *an activity that is in progress (is occurring, is happening) right now*. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future. Form: am, is, are + -ing. The formula is:

Subject + To Be (Am, Is, Are) + Verb I + Ing + Object
Example: (+) The cat is catching the mouse now.

(-) The cat is not catching the mouse now.

(?) Is the catching the mouse now?

c. Present Perfect Tense

Present perfect tense is a job or event that happened today and has been completed. The present perfect is used to express repeated actions in the past. The formula is:

\[
\begin{align*}
\text{Subject} & \rightarrow \text{Have/Has} \ + \ \text{Been} \ + \ \text{Object} \\
\text{Subject} & \rightarrow \text{Have/Has} \ + \ \text{Verb III} \ + \ \text{Object}
\end{align*}
\]

Example: (+) They have written the letter just now.

(-) They have not written the letter just now.

(?) Have they written the letter just now?

d. Present Perfect Progressive Tense

Present perfect progressive tense is a work or event in the past is also valid in the past. The present perfect progressive is used to express the duration of an activity that is in progress. The formula is:

\[
\begin{align*}
\text{Subject} & \rightarrow \text{Have/Has} \ + \ \text{Been} \ + \ \text{Verb I} \ + \ \text{Ing} \ + \ \text{Object}
\end{align*}
\]

Example: (+) Ainy has been waiting you for a day.

(-) Ainy has not been waiting you for a day.

(?) Has Ainy been waiting you for a day?

e. Past Tense
Past tense is a job or event that applies in the past or past.
The simple past is used to talk about activities or situations that
began and ended at a particular time in the past (e.g., yesterday,
last night, two days ago, in 1990), as in (a) and (b). The formula
is:

Subject + To Be (was, were) + Object

Example: (+) The teacher wrote on the black board.

(-) The teacher did not write on the black board.

(?) Did teacher write on the black board?

f. Past Progressive Tense

Past progressive tense is a job or event that happened in the
past and was going on. The past progressive expresses an activity
that was in progress (was occurring, was happening) at a point of
time in the past (e.g., at 6:10) or at the time of another action
(e.g., when Tom came.) in (c): Eating was in progress at 6:10;
eating was in progress when Tom came. Form: was, were + -ing.
The formula is:

Subject + To Be (Was, Were) + Verb I + Ing + Object

Example: (+) Lana was cutting the tree last week.

(-) Lana was not cutting the tree last week.

(?) Was Lana cutting the tree last week?

g. Past Perfect Tense
Past perfect tense is a job or event that happened in the past and has been completed. The past perfect expresses an activity that was completed before a particular time in the past. The formula is:

| Subject + Had + Been + Object |
| Subject + Had + Verb III + Object |

Example: (+) She had been here before 1994.

(-) She had not been here before 1994.

(?) Had she been here before 1994?

h. Past Perfect Continues Tense

Past perfect continues tense is a job or event that happened in the past and is valid in the past too. The formula is:

Subject + Had + Been + Verb I + Ing + Object

Example: (+) Lani had been studying English for ten years.

(-) Lani had not been studying English for ten years.

(?) Had Lani been studying English for ten years?

i. Future Tense

Future tense is a job or event that has not occurred and will be valid in the future. Be going to and will are used to express future time. Will and be going to usually give the same meaning, but sometimes they express different meanings. Will is usually contracted with pronouns in both speech and informal writing and
will is usually contracted with nouns in speech, but usually not in writing.

Be going to and will are the same when they are used to make predictions about the future. Be going to (but no will) is used to express a preconceived plan. Will (but not be going to) is used to volunteer or express willingness.

The formula is:

Subject + Shall/Will + Verb I + Object

Example: (+) I and Lita will go to Medan next week.

(-) I and Lita will not go to Medan next week.

(?) Will I and Lita go to Medan next week?

j. Future Continuous Tense

Future continuous tense is a job or event that will be happening in the future. The formula is:

Subject + Shall/Will + Be + Verb I + Ing + Object

Example: (+) My father will be buying a car next month.

(-) My father will not be buying a car next month.

(?) Will my father be buying a car next month?

k. Future Perfect Tense

Future perfect tense is a work or event that will occur and be completed in the future that has begun from the past. The formula is:

Subject + Shall/Will + Have + Been + Object
Subject + Shall/Will + Have + Verb III + Object

Example:(+) The police will have punished you next week.

(-) The police will not have punished you next week.

(?) Will the police have punished you next week?

l. Future Perfect Continuous Tense

Future perfect continuous tense is a job or event that happened in the past and will still be happening to the future. The formula is:

Subject + Shall/Will + Have + Been + Verb I + Ing + Object

Example: (+) She will have been helping me by December 1991.

(-) She will not have been helping me by December 1991.

(?) Will she have been helping me by December 1991?

m. Past Future Tense

Past future tense is a job or event that will occur in the past or has been completed. The formula is:

Subject + Should/Would + Be + Object

Subject + Should/Would + Verb I + Object

Example: (+) I should go if you come late tomorrow.

(-) I should not go if you come late tomorrow.

(?) Should I go if you come late tomorrow?

n. Past Future Continuous Tense
Past future continuous tense is a job or event that will be happening in the past. The formula is:

Subject + Should/Would + Be + Verb I + Ing + Object

Example: (+) Fika would be coming here tomorrow night.

(-) Fika would not be coming here tomorrow night.

(?) Would Fika be coming here tomorrow night?

o. Past Future Perfect Tense

Past future perfect tense is a job or event that will have been completed in the past. The formula is:

Subject + Should/Would + Have + Been + Object
Subject + Should/Would + Have + Verb III + Object

Example: (+) He would have brought this table last night.

(-) He would not have brought this table last night.

(?) Would he have brought this table last night.

p. Past Future Perfect Continuous Tense

Past future perfect continuous tense is a job or event that will have been going on in the past. The formula is:

Subject + Should/Would + Have + Been + Verb I + Ing + Object

Example: (+) I should have been studying English for a year.

(-) I should not have been studying English for a year.

(?) Should I have been studying English for a year?
7. Simple Past Tense

According to Schrampfer (1993) the simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1990). Most simple past verbs are formed by adding –ed to a verb, as in (a), (c), and (d). Some verbs have irregular past forms, as in (b), (e), and (f).

Form of simple past:

\[
\begin{align*}
(+ \text{ Subject}) & + \text{ verb II} \\
(- \text{ Subject}) & + \text{ did} + \text{ not} + \text{ verb I} \\
(Y/N?) & \text{ Did} + \text{ subject} + \text{ verb I} \\
(Wh?) & \text{ Wh} + \text{ did} + \text{ verb I} \\
(Wh-S) & \text{ Wh} + \text{ verb II}
\end{align*}
\]

example:

statement she bought pencil yesterday.

negative She did not buy pencil yesterday.

Question Did she buy pencil yesterday?

Wh Where did she buy pencil yesterday?

Wh-S Who buy pencil yesterday?

a. Irregular verbs are verbs that form verb II and verb III is not in add with –d, -ed, or –ied, but have specially form, that is:

\[
V1 = V2 = V3
\]

Cut cut cut
b. Regular form

This form can add “d/ed” on verb (verb I + d/ed).

<table>
<thead>
<tr>
<th>Verb</th>
<th>Infinitive</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>loved</td>
<td></td>
</tr>
<tr>
<td>Like</td>
<td>liked</td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>typed</td>
<td></td>
</tr>
<tr>
<td>Decide</td>
<td>decided</td>
<td></td>
</tr>
<tr>
<td>Trap</td>
<td>trapped</td>
<td></td>
</tr>
<tr>
<td>Rob</td>
<td>robbed</td>
<td></td>
</tr>
<tr>
<td>Wrap</td>
<td>wrapped</td>
<td></td>
</tr>
<tr>
<td>Submit</td>
<td>submitted</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>transferred</td>
<td></td>
</tr>
<tr>
<td>Cancel</td>
<td>cancelled</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>travelled</td>
<td></td>
</tr>
<tr>
<td>Reveal</td>
<td>revealed</td>
<td></td>
</tr>
<tr>
<td>Try</td>
<td>tried</td>
<td></td>
</tr>
<tr>
<td>Cry</td>
<td>cried</td>
<td></td>
</tr>
<tr>
<td>Supply</td>
<td>supplied</td>
<td></td>
</tr>
</tbody>
</table>
c. Irregular Form

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>Give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>See</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>Speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>Drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>Eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>Take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>Sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>Know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>Tear</td>
<td>tore</td>
<td>torn</td>
</tr>
</tbody>
</table>

d. Adverb of time can be used in simple past tense

- Yesterday
- Yesterday morning
- This morning
- Yesterday night
- The day before yesterday
- Last month
- When...
- When, after, before, and while introduce time clauses.
- When
- After

\[ + \text{ subject and verb} = \text{ a time clause} \]
Before

While

Putuation: Put a comma at the end of a time clause when the time clause comes first in a sentence (comes in front of the main clause): time clause + comma + main clause, main clause + NO comma + time clause. In a sentence with a time clause introduced by when, both the time clause verb and the main verb can be simple past. In the case the action in the “when clause” happened first. Used to express a past situation or habit that no longer exist at persent. Form: used to + the simple form of a verb. Question form: did + subject + used to. Negative form: didn’t used to/never used to.

B. Previous Study

In this research the researcher takes three researchers as references in this research:

The writer found previous related study conducted by Cholipah, entittle “An Analysis of Students’ Error in Writing Recount Text, A ‘Skripsi’ of English Education Department, Faculty of Tarbiya and Teacher’ Training, State Islamic University Syarif Hidayatullah Jakarta”. The objective of the research is in Second Grade Students of SMP Trimulia Jakarta Selatan. The writer used in her study was a case study included as qualitative research. The data was presented in descriptive
analysis way and the procedure of Error Analysis used is according to Eliss and Barkhuizen theory.

Another research done by Noviyanti, Santi entitle “An Analysis on Students’ Grammatical Errors in Writing Descriptive Paragraph at the Second Grade of SMPN 03 Tangerang Selatan”. The objective of the research is second grade of SMPN 03 Tangerang Selatan. The writer used the qualitative method. The qualitative design applied in this study was a case study. Furthermore, the writer took 30 students as the sample. The data were collected through test. The error collected was classified based on Corder’s theory. Besides, the purpose of her study was to find out their frequency of in writing descriptive paragraph. The result of the error analysis process showed that students committed error into four types: omission, addition, selection, and ordering.

The last research done by Evayani (2013) entitle “An Analysis on Grammatical Errors in Students’ Recount Text Writing at the second Grade Students of MAN 10 Jakarta”. In her research them main objective of the study are to know the most common grammatical errors made by second grade students of MAN 10 Jakarta in recount text writing and to identify the causes of the errors. The method on her research is descriptive analysis. The technique of collecting data were the students were given essay test, the essay is about recount text. Afterwards, the data were collected, identified, and then classified based on grammatical
classification. The result of the study showed that verb tense is the most grammatical error made by the students.

The similarity of my research and other research are: first, the writer is Cholipah antitle “An Analysis Of Students’ Error In Writing Recount Text, A ‘Skripsi’ Of English Education Department, Faculty Of Tarbiya And Teacher’ Training State Islamic University Syarif Hidayatullah Jakarta”. Second, the writer is Noviyanti entitle “An Analysis On Students’ Grammatical Errors In Writing Descriptive Paragraph At The Second Grade Of SMP 03 Tangerang Selatan”. The last, the writer is Evayani entitle “An Analysis On Grammatical Errors In Students’ Recount Text Writing At The Second Grade Students Of MAN 10 Jakarta”. We use descriptive qualitative analysis way and the procedure error analysis in our research. The other similiar our research on grammatical errors in writing paragraph. The technique of collecting data were the students same given essay test, the essay about paragraph. The diverificiation between my research and other research are: first, the kind of paragraph, in this research use narrative paragraph. Second, other research used in their study were a case study and in this research was qualitative research.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer analyses the grammatical errors in writing narrative paragraph in Genre-Based Writing class. The data was taken from Genre-Based Writing class in the fourth semester of IAIN Salatiga. The data will be presented by the writer from data found in the research.

A. Type of the Study

In this research, the researcher used descriptive qualitative research. Especially using the descriptive analysis method and using the procedure of error analysis itself. Descriptive analysis is the researcher collect the data and analyze the data. According to Mason (2002:7-8) description and explorations involve selective viewing and interpretation; they cannot be natural, objective or total. The elements which a researcher chooses to see as relevant for a description or exploration will be based, implicitly or explicitly, on away of seeing the social world, and on a particular form of explanatory logic. According to Creswell (2012:245) description is a detailed rendering of people, place, or events in a setting in qualitative research. The researcher analyzed the grammatical errors in writing narrative paragraph on past tense by using Betty S. Azar’s. Furthermore, to know the frequency of occurrence of each error type the researcher used descriptive analysis technique (percentage) to analyze the students writing in narrative paragraph. Finally,
the researcher could have a conclusion based on the result of students’ total errors.

B. Place and Time of the Research

The researcher conducted this research started 27 of March 2019 in English Department Teacher Training and Education Faculty State Institute Islamic Studies (IAIN) Salatiga which is located in Jl. Lingkar Selatan, Pulutan, Sidorejo, Salatiga.

C. The Population and Sample of the Research

The researcher used descriptive qualitative research. The subject in this researched of the fourth semester in Genre-Based Writing class students of English Deapartment of English Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga. The fourth semester are devided into seven classes A, B, C, D, E, F, and G. The writer took a class to conduct the research. The class was fourth semester in Genre-Based Writing D class. There were 31 students’ who took part in the research.

D. Data Collecting Method

1) Test

According to Arikunto (2010:226) test is used to measure the basic capabilities and achievements. Arikunto explains that the test is sequences
of the question of exercise often used to measure the skill, the knowledge, or the talent of individual in group. So, the researcher give the students question in their paper.

2) Documentation

According to Creswell (2012:223) explain that documents represent a good source for the text data for qualitative research. They have the benefit in the language and words from participants, who always give attention to them.

E. Procedure of the Research

Conducting research needs a process or some steps. The instrument of the research is test, the test is an essay writing test about “Make a narrative paragraph on past tense”. So that the students must to make paragraph based on instruction given. The writer did some procedures to conduct her research as a process. The procedure are elaborated below:

1. The researcher come to the class and introduce herself to the students.
2. The researcher explains what is narrative, what are the generic structure of narrative, and explain the language feature of narrative
3. The researcher gives the students a piece of paper, in the paper consist one question, that is “Please, make a narrative paragraph on past form in English (minimum 3 paragraph)!
4. The students finish their task. The researcher collected the papers.

Then, the researcher close the meeting in the classroom.
5. Finally, the researcher and the students take a picture for documentation.

F. Data Analysis

Qualitative data analysis is simultaneous activities that engage the attention of the research: collecting information from the field. Storing that information into a story or picture, and actually writing the qualitative text Creswell (1994:153). So, qualitative data analysis is activities in the classroom or field when the researcher do her research. And then the data will be present by text.

After collecting the data from the test. The writer analyzed the students error by focusing on their grammatical errors on using past tense from the students’ answer sheet.

To get the data the writer collected the error items from each students’ answers. By using these terms, the writer classify the errors items. In collecting the data, this study uses forms with general. Then, gathering word (text) from the participants, and collecting information from individual of participants. To get the qualitative result, the data will be calculated and drew up in the table of percentage which the formula as follows:

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

P= Percentage

F= Frequency of error occurred
N = Number of cases (total frequen/total individual)
CHAPTER IV

RESEARCH FINDING AND INTERPRETATION

This chapter consists of the result of the research and the explanation to answer the statements of the problem. The researcher analyze the grammatical error from the students in writing narrative paragraph on past tense.

A. The Description and Analysis of Sources of Errors

In this research, the researcher focused on grammatical errors in writing narrative paragraph on past tense made by the fourth semester of English Department of IAIN Salatiga in Genre-Based Writing D class. Many errors in students narrative paragraph writing are found. The researcher focuses on grammatical errors on past tense based on Betty Schrampfer Azzar’s clasification, those are singular-plural, word form, and verb tense.

The students error of writing is analyzed in their sentence. The table is devided into three columns: first column consists of students’ original writing, second column consist of the classification of students’ errors by Betty Schrampfer A, and the third column consist of the correction of students’ writing.

Table 1.1
The Recapitulation of Students’ Error

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>He had a friends but the rabbit is</td>
<td>He had a friends but the rabbit was</td>
</tr>
</tbody>
</table>
always arrogant with his knowledge and anything about his, and he was proud of his arrogant.

One day, the rabbit wants to live alone without family rabbit, because he felt it was great to rend for themselves without family rabbit.

He very upset and hungry. He tried to found some food on the forest deep. And finally he meet a monkey, monkey is very love of the beautiful rabbit. And finally the rabbit exploit astronishment of monkey with always get out to eat.

Finally the rabbit dead because he can’t look for food.

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day in a lake that almost subrided, live a fish, a crab and a frog. Fish and crab cry together.</td>
<td>One day in a lake that almost subrided, lived a fish, a crab and a frog. Fish and crab cried together.</td>
</tr>
</tbody>
</table>
Just then, fish, frog, and crab called the name of strock and he came. Crab, fish, and frog entered the plastic and the strock took it playing. On arrival at the new lake, fish, frog, and crab, were happy. Because they could live in a forest lake. They lived happy with the strock and his plastic bag.

Student 3 (AW)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday the mouse was always bathered by the cat and sometimes it made the mouse irritated. But, the mouse never repay the cat’s deed.</td>
<td>Everyday the mouse was always bathered by the cat and sometimes it made the mouse irritated. But, the mouse never repaid the cat’s deed.</td>
</tr>
</tbody>
</table>

Student 4 (AEU)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long time ago, live a beautiful who has name Dewi Kanti, her beauty is very famous in everywhere. One day, she will be taken by Jaka Bandung,</td>
<td>Long time ago, lived a beautiful who had name Dewi Kanti, her beauty was very famous in everywhere. One day, she would be taken by Jaka Bandung,</td>
</tr>
</tbody>
</table>
but Kunti refused. Because of the magic of Jaka Bandung, wherever Kunti is hiding it always known.

The construction of the spring failed because before the morning Kunti ordered the women to ing the beats, so that the ghost were afraid to be mistaken for the sun to appear in the east.

And know, the balance is Sumur that consist of 9 Sumur.

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the morning he still walking on the jungle to finding some food. After he walking slowly then he found a crocodile who was take down by the tree hit his feet which made him unable to move. Than this bufallo walking close the crocodile. Then the bufallo scream and cried to</td>
<td>In the morning he was still walking on the jungle to finding some food. After he walked slowly then he found a crocodile who taken down by the tree hit his feet which made him unable to move. Than this bufallo walked close the crocodile. Then the bufallo screamed and cried to</td>
</tr>
</tbody>
</table>
get some help.

After fifteen minutes there is a deer walk to finding some food and he hear some voice as scream and cried so he move around the voice.

After that the deer talk to buffalo what happen? After the buffalo tell the story why he can get a bit from the crocodile? The smart deer than get the plan to escap buffalo, the plan is crocodile can tell rewind the story.

When he was crushed by a tree than the deer told buffalo to leave it so it can be a lesson to the crocodile because hw wanted to be helped but instead bit the buffalo.

get some help.

After fifteen minutes there was a deer walk to finding some food and he heard some voice as screamed and cried so he moved around the voice.

After that the deer talked to buffalo what happen? After the buffalo told the story why he could get a bit from the crocodile? The smart deer than get the plan to escap buffalo, the plan was crocodile could tell rewind the story.

When he was crushed by a tree than the deer told buffalo to leave it so it could be a lesson to the crocodile because hw wanted to be helped but instead bit the buffalo.

Student 6 (BB)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>He fen on the burnt black grass round the fire,</td>
<td>He felt on the burnt black grass round the fire,</td>
</tr>
<tr>
<td>And the rest of him black, as Ultra</td>
<td>And the rest of him black, as Ultra had</td>
</tr>
</tbody>
</table>
Ultra was determined to pay out Oreo for having given him white eyes and black skin.

This he stuck right across the root of the Oreo’s tongue. Then he went off as quietly as he had come, carefull, for once, to make no noise,

The bone stuck fast. And to this day the only noise Oreo can make is.

Ultra determined to pay out Oreo for having given him white eyes and black skin.

This he stucked right across the root of the Oreo’s tongue. Then he went as quietly as he had come, carefull, for once, to make no noise,

The bone stucked fast. And to this day the only noise Oreo could make is.

---

**Student 7 (DPL)**

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The turtle thinks why the other animal always insult him.</td>
<td>The turtle thought why the other animal always insult him.</td>
</tr>
</tbody>
</table>
| “you dont know how to waiting?” Ask the rabbit. | “you dont know how to waiting?” 
| When the rabbit laugh loudly, A goose come closer to them, | When the rabbit laugh loudly, A goose came closer to them, |
| “why the turtle was crying?” ask the goose. | “why the turtle was crying?” asked the goose. |
Student 8 (DP)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a big bag with me now, though mr.Fox.</td>
<td>I had a big bag with me now, though mr.Fox.</td>
</tr>
</tbody>
</table>

Student 9 (DRN)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gedong Songo temple is on district Semarang, and Bandungan sub-district. Why is it named Gedong Songo? Because on Gedong Songo temple has 9 nine temple biding. But until now there are only 8 that we can see, because temple 9th is mystical, And no one know were its’ Gedong Songo temple has Buddhist nuance, because its’ a relic of the kingdom that adheres to Buddhism. Gedong Songo temple has been around for about 3,000 gears. Which starts from the existence of a king who has 8 wife.</td>
<td>Gedong Songo temple was on district Semarang, and Bandungan sub-district. Why was it named Gedong Songo? Because on Gedong Songo temple had 9 nine temple biding. But until now there were only 8 that we could see, because temple 9th is mystical, And no one know were it was Gedong Songo temple had Buddhist nuance, because it was a relic of the kingdom that adheres to Buddhism. Gedong Songo temple had been around for about 3,000 gears. Which started from the existence of a king</td>
</tr>
</tbody>
</table>
Because all his wives refused to be made and offering to the gods. But it turned out to be bad, Gods didn’t like that behaviour,

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>This area is governed by regent named Ki Ageng Pandanaran. He is a regent who is obeyed by the people. In addition to authoritative. He is also rich. He no longer about his people. Sunan Kalijaga advised to Sultan Demak. Intended to remind the Bupati dressed in rags. Ki Ageng wanted to buy the grass at a cheap price. Finally, Ki Ageng angry and expel Sunan Kalijaga. Before leaving Sunan Kalijaga said that he can show how to gain wealth easily. Sunan borrowed a</td>
<td>This area was governed by regent named Ki Ageng Pandanaran. He was a regent who is obeyed by the people. In addition to authoritative. He was also rich. He no longer about his people. Sunan Kalijaga advised to Sultan Demak. Intended to remind the Bupati dressed in rags, Ki Ageng wanted to buy the grass at a cheap price. Finally, Ki Ageng was angry and expel Sunan Kalijaga. Before leaving Sunan Kalijaga said that he could</td>
</tr>
</tbody>
</table>
he then **digging** the ground. Since this incident, Ki Ageng life become restless.

But on condition that Nyai Ageng **can’t** bring possessions.

He **will** carry in bamboo stick.

Nyai Ageng **tells** of the events that happened to him.

Where Nyai Ageng robbed **will** be called “Salatiga” derived from the wrong word and three **lie** there guilty people.

---

**Student 11 (DFWR)**

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time one of the house in the city there <strong>are</strong> cat and dog. Everyday they always <strong>given</strong> from the owner. In addition, the dog always <strong>distrub</strong> cat with <strong>took</strong> cats’ food. The cat felt distrubed because cat’s food</td>
<td>Once upon a time one of the house in the city there <strong>were</strong> cat and dog. Everyday they always <strong>gave</strong> from the owner. In addition, the dog always <strong>distrubed</strong> cat with <strong>tooking</strong> cats’ food. The cat felt distrubed because cat’s food</td>
</tr>
</tbody>
</table>
always took by dog.

Suddenly town cat **remember** have cat friend in the country, because the cat felt annoyed with the dog’s behaviour, finally the cat **decided** go to the country to meet his friend.

Finally they **met** and the town can to ask country cat for exchange place to stay. Life in the city is better”said town cat”.

Life in the town and country very different.

After they **exchange** place to stay, they reliazed that is not their life. Because according country cat living the town felt spoiled by employer.

And life in the country not his lived.

So as town cat reliazed that is not life because the town cat is always pampered and always good live in the town.

food always took by dog.

Suddenly town cat **remembered** have cat friend in the country, because the cat felt annoyed with the dog’s behaviour, finally the cat **decided to go to** the country to meet his friend.

Finally they **met** and the town can to ask country cat for exchange place to stay. Life in the city was better”said town cat”.

Life in the town and country were very different.

After they **exchanged** place to stay, they reliazed that was not their life. Because according country cat living the town felt spoiled by employer.

And living in the country was not his life. So as town cat reliazed that did not live because the town cat was always pampered and always good live in the town.
### Student 12 (EKP)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then Bandung Bondowoso fell in love with Prabu Baka’s daughter named Roro Jongrang.</td>
<td>Then Bandung Bondowoso fell in love with Prabu Baka’s daughter named Roro Jongrang.</td>
</tr>
<tr>
<td>Princes hated him because he had kindness to her fat her.</td>
<td>Princes hated him because he had kindness to her fat her.</td>
</tr>
<tr>
<td>Finally, she decided to marry Bandung Bondowoso if he came to build a thousand temples before dawn.</td>
<td>Finally, she decided to marry Bandung Bondowoso if he came to build a thousand temples before dawn.</td>
</tr>
<tr>
<td>She asked all women in her village to mit rice so roaster crowed singing that morning was coming.</td>
<td>She asked all women in her village to mit rice so roaster crowed singing that morning was coming.</td>
</tr>
<tr>
<td>He got very angry so he cursed Roro Jonggrang stame was inside Candi Prambanan to completed the project of thousand temples.</td>
<td>He got very angry so he cursed Roro Jonggrang stame was inside Candi Prambanan to completed the project of thousand temples.</td>
</tr>
</tbody>
</table>

### Student 13 (EAH)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day in Padang West Sumatera there are another mother and the son,</td>
<td>One day in Padang West Sumatera there were another mother and the son,</td>
</tr>
</tbody>
</table>
the son name is Malin Kundang.
One day he talled to his mother to give asking permission work in Jakarta and the his mother said “okay I give you permission but remember called your problems”.
He went to Jakarta and finded job place after he in Jakarta 1 hours later.
2 years later Malin is back to Padang and his didn’t remember that mother.
When he broken down his mother that sky is change to dark and that mother is very angry because she forgotten his son and she said “you make me crying I changes you to rock” and Malin Kundang to rock.
Is that name the Malin beach in Padang until now.

the son named Malin Kundang.
One day he told to his mother to give asking permission work in Jakarta and the his mother said “okay I give you permission but remember called your problems”.
He went to Jakarta and found job place after he in Jakarta 1 hours later.
2 years later Malin was back to Padang and he didn’t remember that mother.
When he broke down his mother that sky was change to dark and that mother was very angry because she forgot his son and she said “you make me crying I changes you to rock” and Malin Kundang to rock.
It was name the Malin beach in Padang until now.
But grasshopper aren’t busy like other insects.
Unlike grasshopper, the ants past gather food supplies together to collected their supplies. As the ants past, he alert the grasshopper to find more food for the winter.
But the grasshopper are movvied because the food supply is gone.
But other insects don’t care about it.
Actually he was ashamed to ask ants for food, but in order to survive he eventually tried to ask food to ant.

But grasshopper weren’t busy like other insects.
Unlike grasshopper, the ants past gathered food supplies together to collect their supplies. As the ants past, he alerted the grasshopper to find more food for the winter.
But the grasshopper was movvied because the food supply was gone.
But other insects didn’t care about it.
Actually he ashamed to ask ants for food, but in order to survive he eventually tried to ask food to ant.

Student 15 (IN)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>And often get stories about what has happened in this village.</td>
<td>And often got stories about what had happened in this village.</td>
</tr>
<tr>
<td>Then the name of Kopeng village comes from the legend of a powerful child named Mandraguna, he is a human head and his body is like a</td>
<td>Then the name of Kopeng village come from the legend of a powerful child named Mandraguna, he was a human head and his body was like a</td>
</tr>
</tbody>
</table>
Snake, which was later called the name Baru Klinting (Legend of the Rawa Pening).

But in the hermitage process these were efforts and natural dispositions and tricles from the father who did not wanted to recognize the child (Baru Klinting), namely in the form of squeezed the snakes tail with a large stone so that was “flat” or “gepeng” (javaness language).

But there were another said that there were a “Nyai Kopek”. She is like a magic person in Kopeng Village.

Student 16 (IM)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are shouting because they hungry and they asked food to their mother. Kedono traverses the forest which is now called Karanglangu Village,</td>
<td>They were shouting because they were hungry and they asked food to their mother. Kedono traversed the forest which was now called Karanglangu Village,</td>
</tr>
</tbody>
</table>
Kedungjati subdistrict while walking, Kedono give name the place that he passes, which are now the name of hemlets in Karanglangu village. Meanwhile Kedini traverses the area now called Ngombak, while walking, Kedini names the places that is were passed, and now the names of the hemlets in the village of Ngombak, when is arrives in a hilly and valley region, which form up and down like maves. Kedini give name the area with Ngombak village.

Kedungjati subdistrict while walking, Kedono gave name the place that he passed, which were now the name of hemlets in Karanglangu village. Meanwhile Kedini traversed the area now called Ngombak, while walking, Kedini names the places that was were passed, and now the named of the hemlets in the village of Ngombak, when is arrived in a hilly and valley region, which formed up and down like maves. Kedini gave name the area with Ngombak village.

Student 17 (MRT)

<table>
<thead>
<tr>
<th>Students Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>They occupy a fertile and quite broad one, and survive by farming.</td>
<td>They occupied a fertile and quite broad one, and survived by farming.</td>
</tr>
<tr>
<td>Since then many people have heard about the one.</td>
<td>Since then many people did hear about the one.</td>
</tr>
</tbody>
</table>
Student 18 (NFAA)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon time, there is a Deer. Deer went to forest to found some food. On the road, Deer met zebra then Deer invited zebra to found some food together. They hunting and got a lot food of hunt, before the food of hunt is eaten Deer devided it fairly. The next day, they hunting together again and on the road they met with Leopard. Deer invited Leopard to hunt together and Leopard agree with it. After they hunt, they collect their food of hunt into one. But leopard disagree if the Deer is sharing the food of hunting, Zebra don’t expect if Leopard will kill the Deer. Immediately Leopard was shocked and felt guilty. Leopard said that he was regretted it and won’t to repeat it.</td>
<td>Once upon time, there was a Deer. Deer went to forest to find some food. On the road, Deer met zebra then Deer invited zebra to find some food together. They hunted and got a lot food of hunt, before the food of hunt was eaten Deer devided it fairly. The next day, they hunted together again and on the road they met with Leopard. Deer invited Leopard to hunt together and Leopard agreed with it. After they hunted, they collect their food of hunt into one. But leopard disagreed if the Deer was sharing the food of hunting, Zebra didn’t expect if Leopard would kill the Deer. Immediately Leopard shocked and felt guilty. Leopard said that he regretted it and won’t to repeat it.</td>
</tr>
<tr>
<td>Students’ writing</td>
<td>Correction</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>They help each other and love one another. One of those close friends is Bona the elephant and Momo the monkey. Other animals are jealous of their friendship.</td>
<td>They helped each other and loved one another. One of those close friends was Bona the elephant and Momo the monkey. Other animals were jealous of their friendship.</td>
</tr>
<tr>
<td>Shan the snake who obediently follows the order of his employer to get an elephant tusk.</td>
<td>Shan the snake who was obediently followed the order of his employer to get an elephant tusk.</td>
</tr>
<tr>
<td>This morning Bona and Momo want to pick a strawberries. Momo pick many strawberries, shan threatening to Momo for paying the strawberries if he can’t pay, he want to eat Momo. Shan offer to Momo for pay that with tusks, because he afraid with shan he cut Bona’s tusks quetly. And he lie to Bona. Bona very sad to lose his tusks. This afternoon Momo will meet with shan to give the tusks and Bona see everything.</td>
<td>This morning Bona and Momo wanted to pick a strawberries. Momo picked many strawberries, shan threatening to Momo for paying the strawberries if he couldn’t pay, he want to eat Momo. Shan offered to Momo for pay that with tusks, because he was afraid with shan he cut Bona’s tusks quetly. And he laid to Bona. Bona was very sad to lose his tusks. This afternoon Momo would meet with shan to give the tusks and Bona saw everything.</td>
</tr>
</tbody>
</table>
During this time he thought Momo was a good and trustworthy friend, but what? His *belief* was broken down by Momo’s behaviour. Since that day Bona decided to go away from Momo, he no longer wanted to deal with him. Let Momo *regret* his own actions so that he *is aware* of himself, that there *is* no benefit.  

<table>
<thead>
<tr>
<th>Student’s writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this journey from Semarang to Tembayah Ki Ageng encountered many obstacles and stumbling blocks as atest Ki Ageng walk far enough to leave his child and wife while. Then this place <em>is</em> no known as Salatiga. Ampel bamboo and this place <em>is</em> now known as Ampel.</td>
<td>In this journey from Semarang to Tembayah Ki Ageng encountered many obstacles and stumbling blocks as atest Ki Ageng <em>walked</em> far enough to leave his child and wife while. Then this place <em>was</em> no known as Salatiga. Ampel bamboo and this place <em>was</em> now known as Ampel.</td>
</tr>
</tbody>
</table>
Long time ago, before becoming Bulusari village this place was dense forest. Then the elders had suggestion to society to chop down the trees in the forest. However for some tree, there was very large trees, this trees had a lot of fur in every section in the trees. The elders and society trusted it she trees have power and gave blessing to them.

From a lot of trees, only this large trees were very difficult to chop. The one of elders gave a suggestion to ritual offerings and asked permission to attendant this tree. Before they do ritual offerings they always disturbed by attendant from this trees.

Finally after did this suggestion the trees an cut down and all trees to chop until out and clean. Then the elders
have a opinion this place will made a village and give name Bulusari village because there is the fur trees a very rarely encountered. And until now Bulusari is known with village with trees fur history that exist in Boyolali. had a opinion this place would make a village and give name Bulusari village because there was the fur trees a very rarely encountered. And until now Bulusari was known with village with trees fur history that exist in Boyolali.

Student 22 (SW)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day the dog inveted mouse to follow him, because he wants to went to the forest to find a gift for cat, suddenly the cat met with them “hey were will you go?” (cat said). Then dog and mouse run to forest and left a cat. And then the cat back to house alone with feelings of sadness and anger. The cat just silent and not answer the greeting from mouse. Mouse just silent and thing something “hmm I thing so”, but we must made a</td>
<td>One day the dog inveted mouse to follow him, because he wanted to go to the forest to find a gift for cat, suddenly the cat met with them “hey were will you go?” (cat said). Then dog and mouse run to forest and left a cat. And then the cat went back to house alone with feelings of sadness and anger. The cat was just silent and not answer the greeting from mouse. Mouse was just silent and thought something “hmm I thing so”, but we</td>
</tr>
</tbody>
</table>
big suprize to his birthday in this month. Than mouse and dog make a surpize for cat “hi cat, what happen to you? Are you angry with us? said a dog. “do you no longer be friends with me?”answer a cat.

must made a big suprize to his birthday in this month. Than mouse and dog made a surpize for cat “hi cat, what happen to you? were you angry with us? said a dog. “do you no longer be friends with me?”answered a cat.

Student 23 (SN)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sendang Cayo is one of religious tourism which is very famous in Grobogan. Sendang Cayo is a historical commemoration of Sunan Kalijaga, that issymbolis and rest area in the Jatiharjo village after the travel away and they are so thirsty. Because the hole used stick Sunan Kalijaga stuck out very clean water. When Sunan Kalijaga come back from frid clean water, Sunan Kalijaga suprised became the stick that shap</td>
<td>Sendang Cayo was one of religious tourism which was very famous in Grobogan. Sendang Cayo was a historical commemoration of Sunan Kalijaga, that wassymbol and rest area in the Jatiharjo village after the travel away and they were so thirsty. Because the hole used stick Sunan Kalijaga stucked out very clean water. When Sunan Kalijaga came back from frid clean water, Sunan Kalijaga suprised became the stick that shap</td>
</tr>
</tbody>
</table>
into the ground can out very clean water.

Then, the followers told him what happened before, and that hole has to be the spring glowing.

into the ground can out very clean water.

Then, the followers told him what happened before, and that hole had to be the spring glowing.

Student 24 (SNK)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time Prabu Angling Darmo a wise king and wise, who have knowledge can hear various conversations kind of animals. When Prabu Angling Darmo is being joking with his wife goddess Setyawati. I was offended because he things of her husband pout himself, goddess Setyawati angry and threatening to burs yourself if not given explanation that made her husband smile. Her husband then explained that he can hear conversation of various animals, Setyawati become interested</td>
<td>Once upon a time Prabu Angling Darmo a wise king and wise, who had knowledge could hear various conversations kind of animals. When Prabu Angling Darmo was joking with his wife goddess Setyawati. I was offended because he thought of her husband pout himself, goddess Setyawati angry and threatened to burs yourself if was not given explanation that made her husband smile. Her husband then explained that he could hear conversation of various animals, Setyawati became interested</td>
</tr>
</tbody>
</table>
and want to have that knowledge

He is also ordered by the teacher that knowledge can only he obtained owned by himself, Setya not to undo the request but really. Will carry out the threat because Prabu loves him wife then decided to burn himself both.

The flames have been lit, panjung to field the goddess Setya and Prabu already prepared, the people slack down meets the square for witness to the king and queen do self-immolation

When in turns out Prabu he heard a buse from a goat. The goat swear at him as a king stupid because of a small problem want obey the theat of his wife who doesn’t make sense.

Prabu reliazed, he immediatelly ran to search for water to extinguish the fire already burning his wife, but water is difficult on can, then Prabu make the spring with the water to good swift do

and wanted to have that knowledge

He was also ordered by the teacher that knowledge could only he obtained owned by himself, Setya not to undo the request but really. Would carry out the threat because Prabu loved him wife then decided to burn himself both.

The flames had been lit, panjung to field the goddess Setya and Prabu already prepared, the people slacked down met the square for witness to the king and queen did self-immolation

When in turned out Prabu he heard a buse from a goat. The goat sweared at him as a king stupid because of a small problem wanted obey the theat of his wife who doesn’t make sense.

Prabu reliazed, he immediatelly ran to search for water to extinguish the fire was already burning his wife, but water was difficult on can, then Prabu made the spring with the water to
The spring was then guarded by a royal guardian named Gabusrowo who was good at floating like cork. Substitute for Gabusrowo was the demang Ki Abysmal. For devote the soul.

DemangKepalang was fasting 40 days to the night started on the day Anggara Kasih (seloso kliwon) which was and the day of sweetness (jumat legi) finished fasting Demang because he felt her body was fresh and her fare was as if it was shined by the population the local was finally gone it is called “The Glotious Spring” which was taken from meaning ful words of light shine.

good swift did drown the flames fire.

<table>
<thead>
<tr>
<th>Students Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are Kangoro, bear and ferret.</td>
<td>They were Kangoro, bear and ferret.</td>
</tr>
<tr>
<td>Everyday they spent time together, but</td>
<td>Everyday they spent time together, but</td>
</tr>
</tbody>
</table>
they friendship was not as good as it seems. Kangaroo is the most diligent from his friends, then bear and ferret are lazy.

One day they got many orders to be finish soon, but bear and ferret still with they comfort zone without look their responsibility. Felt not comfortable with the situation kangaroo advised bear and ferret back to work and help him,

The next day, bear and ferret still did what they want and kangaroo still hard without knowing by his boss.

Everyday is hard day for kangaroo because he got hard worked and bad situation from his friend. So, he decided to quit from his work and told his friend for parting.

their friendship was not good. Kangaroo was the most diligent from his friends, then bear and ferret were lazy.

One day they got many orders to be finish soon, but bear and ferret stilled with they comfort zone without look their responsibility. They Felt uncomfortable with the situation kangaroo advised bear and ferret comeback to work and help him,

The next day, bear and ferret stilled did what they want and kangaroo stilled hard without knowing by his boss.

Everyday was hard day for kangaroo because he got hard work and bad situation from his friend. So, he decided to quit from his work and told his friend for parting.
Student 26 (TA)

<table>
<thead>
<tr>
<th>Students’ Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there is a flood you must save yourself use this lesung as a boat.</td>
<td>If there was a flood you must save yourself use this lesung as a boat.</td>
</tr>
<tr>
<td>It is now known as Rawa Pening lake in Salatiga.</td>
<td>It was now known as Rawa Pening lake in Salatiga.</td>
</tr>
</tbody>
</table>

Student 27 (UM)

<table>
<thead>
<tr>
<th>Students’ Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s the master of the forest.</td>
<td>He was the master of the forest.</td>
</tr>
<tr>
<td>It turns out there were seven beautiful girls in the water. Awang saw the Angel from behind the bushes and grabs on of its shacks.</td>
<td>It turned out there were seven beautiful girls in the water. Awang saw the Angel from behind the bushes and grabs on of its shacks.</td>
</tr>
<tr>
<td>The Angels take their shaves and and return to heaven.</td>
<td>The Angels took their shaves and and return to heaven.</td>
</tr>
<tr>
<td>However, the youngest is unable to return from her shawl with spirit powers.</td>
<td>However, the youngest was unable to return from her shawl with spirit powers.</td>
</tr>
<tr>
<td>After a long time stay together.</td>
<td>After a long time stayed together.</td>
</tr>
<tr>
<td>She decided to return to heaven and leave her daughter.</td>
<td>She decided to return to heaven and left her daughter.</td>
</tr>
</tbody>
</table>
And Awang yet she promises.  
Awang feel remorse for his actions over the years.  
And Awang yet she promised.  
Awang felt remorse for his actions over the years.

Student 28 (VSJ)

<table>
<thead>
<tr>
<th>Students’ Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>She can’t wait for the arrival of her ducklings.</td>
<td>She could not wait for the arrival of her ducklings.</td>
</tr>
<tr>
<td>It will be six ducklings around her.</td>
<td>It would be six ducklings around her.</td>
</tr>
<tr>
<td>Everyday, he went to the pond and ask the birds, “Do you know any ducklings with grey feathers like me?”</td>
<td>Everyday, he went to the pond and asked the birds, “Do you know any ducklings with grey feathers like me?”</td>
</tr>
</tbody>
</table>

Student 29 (VM)

<table>
<thead>
<tr>
<th>Student’s Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>They make nets in several trees near the waterfall.</td>
<td>They made nets in several trees near the waterfall.</td>
</tr>
<tr>
<td>Because they lived in forest that are rarely touched by humans.</td>
<td>Because they lived in forest that were rarely touched by humans.</td>
</tr>
<tr>
<td>The heard of sparrows are very concerned about the safety of one</td>
<td>The heard of sparrows were very concerned about the safety of one</td>
</tr>
</tbody>
</table>
another.
Since the day the heard of sparrows became more careful.

However not all snakes are bad. Piko, a snake that always helps other animals. One day Piko strolled around the waterfall.
The snake goes from the waterfall. He was very sad, because only a few animals want to be friend and trust him.

Other animals think that snake are cruel animals and often eat other, especially birds.

When the snake moves away from the waterfall. He sees a civet sneaking close to one of the sparrow nets.

Quickly the snake close to the civet and wrapped her body.
The civet cress out and attracts the attention of sparrows.
The civet runs away from the sparrow nest. Then the sparrows thanks to the

another.
Since the day the heard of sparrows became more careful.

However not all snakes were bad. Piko, a snake that always helped other animals. One day Piko stilled around the waterfall.
The snake went from the waterfall. He was very sad, because only a few animals wanted to be friend and trusted him.

Other animals thought that snake were cruel animals and often ate other, especially birds.

When the snake moved away from the waterfall. He saw a civet sneaking close to one of the sparrow nets.

Quickly the snake closed to the civet and wrapped her body.
The civet cressed out and attracts the attention of sparrows.
The civet ran away from the sparrow nest. Then the sparrows thought to the
snake for saving the eggs from a civet.
The sparrows also apologized to the snake for accuring the snake of wanting to steal eggs.
Since then, the snake lived near the waterfall and kept the sparrows from disturbing other animals.

Student 30 (VTG)

<table>
<thead>
<tr>
<th>Students’ Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then the source is used as a place of retreat.</td>
<td>Then the source was used as a place of retreat.</td>
</tr>
<tr>
<td>One day the Priayi’s come, including Ki Kebo Konigiri, Sunan Kalijaga and Jaka Tingkir or Karebet.</td>
<td>One day the Priayi’s came, including Ki Kebo Konigiri, Sunan Kalijaga and Jaka Tingkir or Karebet.</td>
</tr>
<tr>
<td>Once the source in the spring was enormous and endangered the people around the spring and river, then Jaka Tingker clogged up by palling out. His hair and eventually becoming small and could be used by the people again.</td>
<td>Once the source in the spring was enormous and endangered the people arounded the spring and river, then Jaka Tingker clogged up by palling out. His hair and eventually became small and could be used by the people again.</td>
</tr>
</tbody>
</table>
Student 31 (WNK)

<table>
<thead>
<tr>
<th>Students Writing</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>When child mouse search food.</td>
<td>When child mouse searched food.</td>
</tr>
<tr>
<td>Mouse saw this event, mouse ask eagle to help them.</td>
<td>Mouse saw this event, mouse asked eagle to help them.</td>
</tr>
<tr>
<td>Finally mouse met child mouse and mouse live happily with mother.</td>
<td>Finally mouse met child mouse and mouse lived happily with mother.</td>
</tr>
</tbody>
</table>

Table 1.2
The Recapitulation of Students’ Sources of Errors

<table>
<thead>
<tr>
<th>The Students</th>
<th>Modal</th>
<th>S.Past Tense</th>
<th>Past Continuous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Student 2</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Student 3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Student 4</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Student 5</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Student 6</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Student 7</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Student 8</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Student 9</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Student 10</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Student 11</td>
<td>0</td>
<td>14</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
<td>----</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>Student 12</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Student 13</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Student 14</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Student 15</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Student 16</td>
<td>0</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Student 17</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Student 18</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Student 19</td>
<td>2</td>
<td>18</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Student 20</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Student 21</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Student 22</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Student 23</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Student 24</td>
<td>4</td>
<td>30</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>Student 25</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Student 26</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Student 27</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Student 28</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Student 29</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Student 30</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Student 31</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>122</td>
<td>126</td>
<td>4</td>
<td>252</td>
</tr>
</tbody>
</table>
The table above based on the students writing data explains that varieties of errors the students made. The researcher would like to explain the result of the table above started from the highest error number until lowest.

1. Past Tense

Most of students made error in past tense which the error is 126 or 50.00%. An example sentence of it is “One day, the rabbit wants to live alone without family rabbit.” It should be “One day, the rabbit wanted to live alone without family rabbit.” (see appendix). The other example of it is “Long time ago, live a beautiful who has name Dewi Kunti.” It should be “Long time ago, lived a beautiful who had name Dewi Kunti.” (see appendix). The researcher assumes that the error caused by verb tense in the formula of past tense. Verb tense there are three varieties verb I, verb II, verb III. When the students make sentence sometimes do not know that is verb I, II, or III, in writing sentence or paragraph the students have to pay attention in past tense. Therefore, past tense error occurred because the students didn’t check the verb II, in formula of past tense.

2. Modal

The students made 122 in modal or 48.41%. The example of the error is “because they can live in a forest lake.” Which it should be “because they could live in a forest lake.” The other example of this error

<table>
<thead>
<tr>
<th>Percentage</th>
<th>48.41%</th>
<th>50.00%</th>
<th>1.59%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of Error</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
is “Then the elders have a opinion this place will made a village and give name Bulusari village.” It should be “Then the elders had a opinion this place would make a village and gave name Bulusari village.” The researcher assumes that this error can be caused by verb tense especially in modal. So, the students have to pay attention in modal.

3. Past Continuous Tense

The students made 4 past continuous tense or 1.59%. the example the errors is “living somewhere with two small children named Kendono & Kendini.” It should be “She was living somewhere with two small children named Kendono and Kendini.” The other example is “They are shouting because they were hungry.” It should be “They were shouting because they were hungry.” The researcher assumes that this error can be caused by to be because the students sometimes is not pay attention with change the to be from verb I and Verb II. The example is “are become were, is become was.

B. The Interpretation of Data

The researcher would like to interpret the data based on the description above. The result shows that three most common grammatical error in writing narrative paragraph on past tense. The first, is past tense which has 126 or 50.00% error. Especially, of past tense error is verb. In Indonesian language the transform from verb present to past or future tense is not available. It is so different from English which each every verb has different pattern that
explains the tense occurred. Moreover the verb of past tense divided into regular and irregular form and sometimes it is confusing for those learners. The second most common error is modal. It has 122 modal error or 48.41%. The source of error are verb same with the error on past tense. The students sometimes is not know the verb I is common use in present tense, verb II is common use in past tense, verb III is common use in future tense. Furthermore, the three or the finally is past continuos tense in writing narrative paragraph. Which it has 4 or 1.59% error.
CHAPTER V

CLOSURE

This chapter discusses the conclusion and suggestion. The conclusion is drawn after getting research finding and data analysis. Furthermore, suggestion leads further researchers who are interested in doing similar research.

A. Conclusion

Based on the data in the previous chapter, the researcher would like to draw a conclusion that the fourth semester students of English Department of IAIN Salatiga still made many errors in narrative paragraph writing.

1. The type of students in writing narrative paragraph errors are: Singular prular, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, run on sentence, but the researcher use modal, past tense, past continues tense to identified the errors make in writing paragraph.

2. The most common types error made by students are past tense especially in the verb with the number of errors are 126 or 50.00% and the modal with the number error are 122 or 48.41%. The source of errors identified in this study is verb in the formula of pas tense. The lowest of the sources of errors made by students are past continues tense with the number of errors are 4 or 1.59%. The sources of errors indentified in this study is form of past continues tense.
Sometimes, the students forget with the form from that. The form is: S + To be (was, were) + verb I Ing + Object.

It showed that the usage of the grammatical writing is difficult for the students. So that, the analysis of the grammatical error writing paragraph especially in past tense is very important because the teacher or the lecture can know the factual condition of the students ability in writing and what kinds of error that the students probably do in their writing paragraph on past tense for the next time. Theoretically, error is acceptable in the learning process and it is as part of learning itself. That is why some error could happen when the writer conducted the research.

**B. Suggestion**

After the researcher carried out the research, the researcher would like to give some suggestion related to this result of research. Hopefully, it can be applied easily in teaching learning activity and decrease the errors. The researcher hopes that the result of this research can be useful for:

1. **For the other Researcher**

   The result of this research can be used as additional reference by the following researcher who are interested in the conducting the study about students writing narrative paragraph on past tense. And hopefully, this research is able to give inspiration and guidance for the next researcher to be more
careful while doing a similar research. Therefore, the next research I hope will be better with this research.

2. For the Lecturer

   The researcher suggest the English teacher or lecture have pay attention to the students errors and make them aware about their errors so they can make correction by themselves and will not do same error. And then, the teacher or lecture should expalin more about the grammar for the students can write grammatical error and more than expalin about verb I, II, and III, or about regular verb or irregular verb.

3. For the Students or Readers

   The students are able to be motivated and their writing ability are developed. The reader have to learn more about the form of writing narrative paragraph especially in past tense, present tense or language feature on narrative. Hopefully, the student or reader knowing more about the narrative from the novel, fabel, film which used to English. The students can learn more education website from the internet, handphone. They can to learn more and increase their knowledge English anytime and anywhere with them.
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Evayani (2013) *An analysis in grammatical errors in students’ recount text writing A case study at the second grade of MAN 10 Jakarta.*

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4. Institute of Islamic Studies (IAIN) Salatiga Graduated in 2019
Nomor: B-1/48/In/21/D1.1/RN.03/1/03/2019
Salatiga, 25 Maret 2019

Lamp: Proposal Penelitian
Hal: Permohonan Izin Penelitian

Kepada
Yth. Evi Muri Wardhani, S.Pd.I., M.A.
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Aini Munthofiah
NIM: 11314181
Program Studi: Tadris Bahasa Inggris (TBI)
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripainya adalah:
AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING NARRATIVE PARAGRAPHS ON PAST TENSE FOR THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR 2019/2020

Dosen Pembimbing: Sari Fumularkih, M.A.

Kami mohon Bapak/Ibu meminta izin kepada mahasiswa tersebut untuk mengadakan penelitian di IAIN SALATIGA kelas Genre-Based Writing semester empat, mulai tanggal 27 Maret 2019 sampai dengan selesai.

Demikian, atas bermohon izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

U.L. Dekan,

U.L. Dekan Bidang Akademik

[Signature]
<table>
<thead>
<tr>
<th>No</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
<th>Sebagai</th>
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<td>18-19 Agustus 2014</td>
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<td>3</td>
<td>Sertifikat LIBRARY USER EDUCATION (Pendidikan Pemustaka)</td>
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<td>Sertifikat Seminar Nasional “Peran Technopreneur dalam Mendiikung Program Penerintah Melalui Ekonomi Kreatif” (KOPMA FATAWA)</td>
<td>15 April 2015</td>
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<td>21-26 Mei 2015</td>
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<td>Sertifikat Seminar Nasional “Implementasi Nilai-nilai Pancasila sebagai Benteng dalam Menelak Gerakan Radikalisme” (DEMA IAIN SALATIGA)</td>
<td>10 Februari 2016</td>
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<td>Sertifikat Seminar Nasional “Mempertua Peran Pemuda dalam Meningkatkan Ekonomi Nasional Melalui Kewirausahaan” (KOPMA FATAWA)</td>
<td>26 April 2016</td>
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<td>11</td>
<td>Sertifikat DIALOG PUBLIK “Meneguhkan Pesanret sebagai Pilar Mendikid Karakter Bangsa” (PPTI AL-FALAH)</td>
<td>06 September 2016</td>
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<td>12</td>
<td>Sertifikat Pagelaran Wayang Kulit “Wayang Santri” bersama KI ENTUS SUSMOJO (PPTI AL-FALAH)</td>
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<td>21 September 2016</td>
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<td>16</td>
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<td>23 November 2016</td>
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<td>17</td>
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<td>---------</td>
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<tr>
<td>18</td>
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<td>21 Desember 2016</td>
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<td>Sertifikat Seminar Nasional dan Launching Majalah LPM Dinamika &quot;HEDONISME-&quot;</td>
<td>04 Maret 2017</td>
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<td>21 Sertifikat &quot;Bersama Membangun Sinergitas Legislasi Mahasiswa Untuk Jawa Tengah Lebih Gayeng&quot; (SENAT MAHASISWA UNIMUS)</td>
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Mengetahui,

Wakil Dekan Bidang

Kemahasiswaan dan Kebijakan

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Catatan:
Jika ada perubahan judul skripsi, harus dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Perpanjangan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
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# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Aini Miranti Wati  
**NIM:** 121-19-101  
**Dosen Pembimbing:** S. Farouq, M. A.  

**Judul Skripsi pada surat penunjukan pembimbing skripsi:**

Aini Miranti Wati, méthodological process in writing quantitative research on festival 

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Dosen Pembimbing:  

[NIP: 121-19-101]

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Catatan:  

Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
The Test

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraph)

"The Rabbit Arrogant"

One upon time there was a rabbit in the forest. He had a friend but the rabbit was always arrogant with his knowledge and anything about his own self and he was proud of his arrogant.

One day, the rabbit wanted to live alone without family rabbit. Because he felt it was great to rent for themselves without help of her family. But after he left his family, he was very upset and hungry. He tried to find some food on the forest deep. And finally he met someone a house monkey. On the house monkey he very love of the beautiful rabbit. And the rabbits explained the rabbit explained astonishment of house monkey. He always get out to end.

Eventually after a day the monkey left the rabbit. Finishing the rabbit was dead because he (rabbit) look for her food. Some monkeys told his family but, when his family went the rabbit arrogant who had died, had been in the eating house.
The Test

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraph).

The Strook and the Plastic Bag

One day, in a lake that almost subsided, lived a fish, a crab, and a frog. The fish said: "Oh, crab, the day is getting hotter, the water in this lake is starting to decrease, we are gone!"

The crab answered: "Yes, fish, we still will live at this lake. If only we could move to another lake with more water, we can live happily!"

Fish and crab cry together. Suddenly the frog arrived and said: "I know who can help us to move to another lake." Crab said: "Who?"

Frog: "He is a strook and his plastic bag!"
Crab: "So how do we call a strook?"
Frog: "It's easy. You just call the name of the strook three times, then he will come!"

Just then, fish, frog, and crab call the name of strook and he came. They told and asked to take it away from the lake. "Okay, I'll take you one time to move from this lake." Now go into to my plastic bag," said strook.

Crab, fish, and frog entered the plastic bag. In arrival at the new lake, fish, frog, and crab are happy because they can live in a fresh lake. They live happily with the strook and his plastic bag.

The end.
The Test

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraph).

A: Kumbi's Reign.

Once, in the wild forest, there was a wise old princess named Kumbi. Kumbi was very famous in every town. One day, she was taken by the lovely Saba, Bandung, but Kumbi refused because of her love for Pandra. However, Kumbi was always sad.

Kumbi wanted to accept Saba Bandung as her consort, to wake up seven princesses ofspring with nine wells and kill them with magical power in just one night. The construction of the spring paused because before the morning Kumbi would be killed. The sun was up in the east.

Saba Bandung said, "I will build the spring and the temple so that later in the day, the women will remember me."

And, every woman who came to this valley would be reluctant to ask for a drink of water.
1. Please make a narrative paragraph on past form in English (minimum 3 paragraphs)

**Baggalo and Crocodile**

Once upon a time, there was a big Baggalo on the jungle. In the morning, he was walking on the jungle to find some food. After walking for a while, he saw a big crocodile. He tried to avoid it, but the crocodile was very strong and also very fast.

So, Baggalo decided to climb a tree nearby. The crocodile was very hungry and wanted to eat the Baggalo. Then the crocodile asked, “Why are you in the tree?”

Baggalo replied, “I’m trying to escape from you. Crocodile, I’m too big to be eaten by you.”

Crocodile replied, “You’re still too big. I need to eat something smaller.”

Soon, a small deer walked past. The crocodile decided to eat the deer instead. After finishing the deer, the crocodile said to Baggalo, “Thank you for saving me.”

Baggalo said, “You’re welcome. I’m glad I could help you.”
1. Please, make a narrative paragraph on past form in English (minimum 3 paragraphs).

GEDONG SONGO TEMPLE

Gedong Songo Temple is on districts Sermoang, and Banungan Sub-district. Why is it named Gedong Songo? Because the Gedong Songo temple has 9 (nine) temple building, but until now there are only 8 that we can see, because temple 9 is mystical, it was once found but lost again and again, and no one knows where it is.

Gedong Songo temple has Buddhist structure, because it's a relic of the kingdom that adheres to Buddhism. Gedong Songo temple has been around for about 3,000 years, which stems from the existence of a king who lost his wife.

Once upon a time, the king was angry, because all his wives refused to be made an offering to the gods. Then the king condemned 8 of his wives to be a temple building, but it turned out to be bad. Gods don't like that behavior, then God cursed the king became the 9th temple.
The Test

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraphs)

"The Legend of Kepong Village"

Almost 20 years old I lived in Kepong Village. And often get stories about what happened in this village. The legend of the Kepong Village named said to be from a time chimp story to be closely related to Benu drinking in Dawn Paving.

Then the name of Kepong Village comes from the legend of a powerful child named Mendorang, she is a woman head and her body is like a snake, which was later called the name Benu drinking (Legend of the Dawn Paving). She was imprisoned around the word booming kepong to the end of the tail to reach Kepong.

But in the heretic process these were efforts and natural destructions Lintang, namely in the form of squished the snakes but upon a large stone so that was "flat" or "gecop" (gorengan language). While it was said that the position of the big rock located from the name of Kepong. Kepong Village was currently named.

But there were another word that there were a "Hijai Kopek" she is like a magic person in Kepong Village.
The Test

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraphs)

Njembo Village

Once upon a time, there was a widow named Mbaa Renita Dadapaa. Living somewhere with two small children named Kedins and Redins.

One time, Kedins and Redins came home from playing. They were hungry, but the food was not yet cooked. At that time, the cooked rice was not yet cooked. But the two children kept asking for food, which made Mbaa Renita angry. And his son with her husband and made his head blessing Kedins and Redins to go away, and the two children ran away from home.

Kedins and Redins left without direction. Kedins ran to a tree near the forest, which is now called Karanglaga Village. Meanwhile, Redins went to the place near the head of the village, Njembo Village, while walking. Redins gave the place that he passed, and now the name of the person in the village of Njembo, when it arrived in a hill and valley region, which form up a sheer rock waves. Kedins give name the area with Njembo Village.
The Test

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraphs)

Fable

Believe

Once upon time, there is a Deer. Deer went to forest to find some food. On the road, Deer met Zebra then Deer invited Zebra to find some food together. They hunting and got a lot of food. Before the food was eaten, Deer divided it fairly.

The next day, they hunting together again and on the road they met with Leopard. Deer invited Leopard to hunt together, and Leopard agreed with it. After they hunted, they collect their food and put it into one. Zebra said to Deer to share their food or he will die. "Ok Zebra" said Deer. But Leopard disagreed if the Deer is sharing the food of hunting. Finally, Leopard got angry and killed the Deer. Zebra was very surprised. Zebra don't expect if Leopard will kill the Deer.

After that Leopard said to Zebra "Please share the food" and Zebra did it. Then Leopard asked Zebra "How can you share that food fairly?" Zebra answered "Deer teaching me". Immediately, Leopard was checked and felt guilty. Leopard said that he was regretted it and won't repeat it.
The Test

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraph).

"The Trust Seller" (Fable)

In a peaceful forest, living side by side with many animals, they help each other and love one another. One of those close friends is Bona the Elephant and Momo the monkey. Other animals are jealous of their friendship.

"Hmm, if I had one friend like them," thought Tup, the squirrel. Every morning they walked together along the forest to look for food and both in the river with Bona very happy to hang on in the Bona's tusks. Shm the snake who obediently follows the order of an employer to get a elephant two tusks.

This morning Bona and Momo went to pick strawberries, Momo pick many strawberries, Shan threatening to Momo for pay the strawberries if he can't. Pay, he went to eat Momo, Shan offer to Momo for pay that with tusks, because he promised with Shan he cut Bona's tusks quietly and he see in to Bona. Bona very sad to lose his tusks. This afternoon Momo went with Shan to give the fish and Bona live everyday.

This time he thought Momo was a good and trustworthy friend, but what he's heard will break down by mamis behaviours. Since that day Bona decides to go away from Momo, he no longer wanted to deal with him. Let Momo regret his own action so that he be aware of himself, that there is no beneficia.
The Test

One Kind of Difficult

1. Please, make a narrative paragraph on past form in English (minimum 3 paragraphs)

One day there lived 3 friends who worked together; they are Kangaroo, bear and ferret. They wanted to collect money and handed it to their boss. Everyday they spent time together, but their friendship did not as good as it seems. Kangaroo is the most diligent from his friends, then bear and ferret are lazy.

One day they get many orders to be given soon, but bear and ferret still wish they could some without look their responsibility. They not comfortable with the situation, Kangaroo advised bear and ferret back to work and help him, but they didn’t want to heard the advice even ignore it. Kangaroo couldn’t do anything, he just continued his work as hard as he can.

The next day, bear and ferret still did what they want and Kangaroo still worked hard without knowing by his boss. Bears flew bear and ferret felt terrible.

Something went wrong happened to Kangaroo, they didn’t laugh together anymore, so let’s make a space between them. Meanwhile Kangaroo still did his best to cover his friends’ job and protect them from boss really. Even though his friends ignored him, they friends thought that Kangaroo wants2 appeared from boss because his great job.

Everyday became day for Kangaroo because he get hard worked and bad situation from his friends. So, he decided to quarrel from his work and said his friend for leaving. Then bear and ferret felt sorry and sad at the same time.
The researcher help the students to answer the task

The student do the task
The condition in the classroom

The researcher review the material and explain the step do the task
The researcher observed the classroom

The researcher expalin how to do the task
The researcher observed the student when the student do the task

The condition in the classroom
The researcher observed the students.

The researcher took the picture with all of the students.
The researcher introduced herself.

The researcher took the picture with all of the students.
The researcher checked the attendance

The researcher observed the students
The researcher reviewed the material and explained how to do the task.

The researcher discussed with the lecture.