

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENT'S ERROR
IN USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT
AT THE EIGHTH GRADERS OF MTs GUPPI PISANG BARU WAY
KANAN IN THE ACADEMIC YEAR OF 2015/2016**

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**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) METRO
1439 H / 2018 M**

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

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Assalamu'alaikum, Wr. Wb

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum, Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENT'S ERROR IN USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADERS OF Mts GUPPI PISANG BARU WAY KANAN IN THE ACADEMIC YEAR OF 2015/2016

Written by Ali Haryadi student number 1175447, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, January 24th, 2018 at 14.00 – 16.00.

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ABSTRACT

AN ANALYSIS OF THE STUDENTS' ERROR IN USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADERS OF MTS GUPPI PISANG BARU WAY KANANIN THE ACADEMIC YEAR OF 2015/2016

By:

ALI HARYADI

The objective of this study was to know and explain the most frequent errors made by the eighth graders of MTs GuppiPisangBaru Way Kanan in writing narrative text focused on simple past tense. The classification of errors in this study was divided into four categories; they are omission, addition, misformation, and misordering. The subject of this study consists of 20 students of the eighth graders junior high school.

This research was used qualitative approach. The method used in this study was descriptive analysis method to describe students' errors and analyze the data by using formula: $P = \frac{F}{N} \times 100\%$, P=Percentage, F=Frequency of errors made, N=Total of students' errors. The data was taken from the test; it was written test.

The result of this research shows that there are 183 errors made by the students. The most frequent errors made by the students in their narrative writing focused on the use of simple past tense is misformation which consists of 130 errors or 71%, it is followed by omission with 35 errors or 19%. The next is misordering which consists of 12 errors or 7%. And the last is addition with 6 errors or 3%.

Key Words: *Error analysis, simple past tense, narrative writing text*

ABSTRAK

ANALISA KESALAHAN SISWA DALAM PENGGUNAAN SIMPLE PAST TENSE DI DALAM TEKS NARASI PADA KELAS DELAPAN MTS GUPPI PISANG BARU WAY KANAN TAHUN AJARAN 2015/2016

Oleh:

ALI HARYADI

Penelitian ini bertujuan mengetahui dan menjelaskan kesalahan yang dilakukan oleh siswa kelas delapan Mts Guppi Pisang Baru Way Kanan dalam menulis teks narasi yang difokuskan pada Simple Past Tense. Kategori kesalahan yang digunakan terbagi menjadi empat yaitu omission, addition, misformation, dan misordering. Sumber data dalam penelitian ini adalah 20 siswa Mts kelas dua.

Penelitian ini menggunakan pendekatan kualitatif. Metode yang digunakan dalam penelitian ini adalah Analisa deskriptif untuk menggambarkan kesalahan siswa serta menganalisis data dengan menggunakan rumus: $P = \frac{F}{N} \times 100\%$, P=Presentase, F=Banyaknya kesalahan yang dibuat, N=Jumlah keseluruhan kesalahan siswa. Data diambil dari tes. Tes tersebut merupakan tes tertulis.

Hasil penelitian ini menunjukkan bahwa ada 182 kesalahan yang dibuat oleh siswa. Jenis kesalahan yang paling banyak dilakukan oleh siswa dalam menulis narasi yang difokuskan pada penggunaan simple past tense adalah misformation yang terdiri dari 130 kesalahan atau 71%. Diikuti pula oleh omission yang terdiri dari 35 kesalahan atau 19%. Kemudian kesalahan pada misordering yang terdiri dari 12 kesalahan atau 7%. Dan terakhir adalah addition yang terdiri dari 6 kesalahan atau 3%.

Kata kunci: *Analisa kesalahan, simple past tense, teks penulisan narasi*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ALI HARYADI
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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, 5 January 2018



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

الْعِلْمُ صَيْدٌ وَلِكِتَابُهُ قَيْدُهُ، قَيْدٌ صِيُودَكَ بِالْحَبَالِ الْوَاتِقَةِ
فَمِنَ الْحَمَاقَةِ أَنْ تَصِيدَ غَزَالَةً، وَتَتْرُكُهَا بَيْنَ الْخَلَائِقِ طَالِقَةً

“Knowledge like a hunted animal and writing is a tool to bind it. So, bind your hunted animal with a strong rope, tie by writing. That was fools if you hunt deer, after that you just leave it alone” (Al-Imam Asy-Syafi'IRahimahullah)

“Writing is the painting of the voice”(Voltaire)

DEDICATION PAGE

This undergraduate thesis is highly dedicated to:

- ❖ My greatest and most beloved parents my father and my mother (Darta and Maesaroh). The deepest thanks for both of you.
- ❖ My beloved brothers and sisters (Ujang Supriyana, Ade Muhlisin, Eva Hayati, Ulya Tika Rohmah).
- ❖ My beloved Engagement (Fitri Yana Putri)
- ❖ My beloved friends and lectures of English education Department (TBI) Of State Institute for Islamic Studies Metro.
- ❖ My almamater of State Institute for Islamic Studies Metro.

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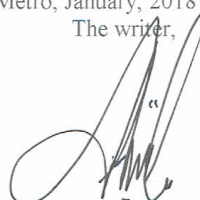
As human beings who constantly have faith and believe in Allah the almighty, let us continuously offer our praise to him for all abundant blessing, especially the precious health to the writer that I could accomplish this undergraduate thesis. Sholawat and Salam are upon to our prophet Muhammad SAW, the great leader of moral awakening in the world.

This undergraduate thesis entitles '*An Analysis of The Students' Error in Using Simple Past Tense in Writing Narrative Text at The Eight Graders of MTs Guppi Pisang Baru Way Kanan in The Academic Years 2015/2016*'. The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Education Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis. This acknowledgment goes to both of my advisors, Dra. Umi Yawisah, M.Hum and Ahmad Subhan Roza, M.Pd. May Allah SWT give them reward for supporting and guiding during the research process. The deepest gratitude goes to my family who strongly inspire.

The writer realizes that this undergraduate thesis is inadequate. So that, the writer really needs your valuable comment, criticism, and suggestion. Finally, the writer apologizes for all mistakes in this research proposal in which it was made in writing.

Metro, January, 2018
The writer,



ALI HARYADI
NPM. 1175447

TABLE OF CONTENTS

	Pages
COVER.....	i
TITLE	ii
APPROVAL PAGE.....	iii
NOTA DINAS	iv
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTOS	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENTS	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES.....	xviii
I. INTRODUCTION	1
A. Background of Study	1
B. Focus of the study	6
1. Problem Identification.....	7
2. Problem Limitation	7
3. Problem Formulation.....	7
C. Objective and Benefits of the Study	7
1. Objectives of the Study	7
2. Benefits of the Study	8
II. REVIEW OF THE RELATED THEORIES	9
A. Writing.....	9
1. The Concept of Writing	9
2. Proses of Writing	12
3. The Assessment of Writing.....	13
B. Error Analysis	15
1. Concept Between Error and Mistake	15
2. The Concept of Error Analysis	17
3. Type of Error	18
C. Simple Past Tense	20
1. Concept of Simple Past Tense	20

2. The Form of Simple Past	22
3. Verbs in Simple Past Tense	25
D. Text.....	26
1. The Concept of Text	26
2. Types of Text.....	26
E. Narrative Text.....	27
1. The Definition of Narrative Text.....	27
2. The Purpose of Narration	29
3. The Generic Structure of Narrative Text	30
4. The Kind of Narrative.....	31
III. RESEARCH METHODOLOGY	34
A. Type and Characteristic of the study	34
B. Data Source	35
C. Collecting Data Technique	36
1. Qualitative Observation	36
2. Qualitative Interview	36
3. Qualitative Documentation	36
D. Data Analysis Technique	37
1. Gathering the Data	37
2. Grouping the Data	37
3. Selecting/ Displaying	37
4. Interpretation	38
IV. RESULT OF THE RESEARCH	39
A. Result of The Research	39
1. Research setting	39
2. Error Identification.....	40
3. The Analysis Description of the Students' Error	42
B. Data Interpretation	55
C. Data of The Scores of The Student.....	57
V. CONCLUSIONS AND SUGGESTIONS	52
A. Conclusion	52
B. Suggestion	52

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE

LIST OF TABLES

1.Simple Past Tense Mastery at The Eight Graders	5
2.Assessment of Writing.....	14
3.Examples of Irregular Verbs.....	22
4.Form of The Simple Past: regular verbs	23
5.Form of The Simple past : be.....	23
6.The Simple Past Ending' Rules	24
7.Types of Text.....	26
8.Recapitulation of Types of Error in Narrative Writing Focused on Simple Past Tense.....	41
9.The Result of student's writing narrative text.....	57
10 Percentage of the students' scores.....	58

LIST OF FIGURE

1. The Recapitulation of Students' Error	37
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LIST OF APPENDICES

1. A Research Instrument
2. Surat Bimbingan Skripsi
3. Kartu Bimbingan Skripsi
4. Surat Keterangan Bebas Pustaka
5. Surat Tugas
6. Surat Izin Research
7. RPP dan SILABUS
8. Denah Lokasi
9. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, many people want to learn English for many reasons. For instance, the students want to learn English because it is in the school curriculum. They have to learn it whether they like it or not. In different case, some people want to study English because it offers a chance for advancement in their professional lives. In addition, many people want to learn it because they live in target language community; so they have to learn it in order they can communicate with the others.¹

English is a language that is used by almost everyone in the world. Because English is an international language to communicate with other country. In Indonesia, English is the first foreign language and it's as a compulsory subject that is learned in schools. Nowadays, not only as a foreign language but also learn from secondary till university level.

Since English is used as a foreign language in Indonesia, many efforts are need in teaching and learning process, it's not only from the teacher but also from the student. In learning English, there are four basic skills such as listening, speaking, reading, and writing.² Writing is one of the components in

¹ Jeremy Harmer, *The Practice of English Language Teaching New edition*, (New York: Longman Publishing, 1991), p. 1.

² H. Douglas Brown, *Teaching by Principles*, Addison Wesley Longman Inc., San Francisco, 2001, p. 232.

learning language process. Writing is used to make a communication with other people in the world and to express our idea.

According to Gorrell and Laird, writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified.³ Writing is a complete skill among Listening, Speaking, and Reading. Writing is the most difficult skill to learn because it needs hard thinking and produces words, sentences, paragraphs at the same time. That's why writing is the highest order thinking.

Writing is different from learning other skills because writing is thinking process and need much ability. It can help us to make the sense of the information. The process of discovering and shaping meaning in writing is a process of learning 'how to mean'.⁴

Based on my experience, one of the language skills which is very difficult to learn is writing. English writing is a subject that learns about how to express our ideas in writing form. In writing, there are so many components that should be mastered by students in order they are able to write well. The difficulty in writing starts when the students have to establish the subject, verb , object, tense, active and passive voice, also logical thinking. This statement is

³ Robert M. Gorrell and Charlton Laird, *Modern English Handbook*, (New Jersey: Prentice Hall, Inc., 1964), p. 1.

⁴ Galuh nur rahman, *Facing the Complexities of Writing*, (UIN Malang press, 2008)p.2

supported by James C. Raymond in his book, *Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well.*⁵

Narrative is one of the types in writing ability. Narrative was telling of some true or fact event or connected sequence of events. That's recounted by a narrator. A narrative will consist of a set of events recounted in a process of narration, in which the events are selected and arranged in a particular order. According to Sanggam Siahaan, It can be about biographies, autobiographies, historical events, instructions, and processes. In this case as a product of writing, the text functions to recount what is being narrated to the readers.⁶

English is different from Indonesian in its structure, phonology, and lexical meaning. That is why, the students of Junior High School who learn English may produce many error in their writing such as tense. Many students are confused in using tense in their writing.

Simple past tense is used in narrative writing, because the narration is writing about a succession of event in the past. The simple past tense is used to report a state or activities which can be ascribed to definite past time.⁷

Learning English tenses is not simple a process to understand the sentence pattern, but also a process of grammar application to make grammatically correct sentences and to know where and when the sentences will be used. Even though the students have studied English for many years and have mastered the

⁵ James C. Raymond, *Writing is an Unnatural Act*, (New York: Harper & Row Publisher, 1980), p. 2.

⁶ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p10

⁷ George E. and Julia M. Burks, *Let Write English*, (Litton education publishing, inc:1980),p.195

grammar, they still make many errors when they write. It means grammatical knowledge is necessary for writing ability.

In this case, the writer tries to research and analyze about how is the students' ability in writing narrative text especially in using simple past tense in the Mts Guppi Pisang Baru Way Kanan. The writer conducted a pre survey on October 16, 2015 Mts Guppi Pisang Baru Way Kanan and asking the English teacher about the process of teaching and learning and also about the students' writing narrative text. The writing instruction process in Mts Guppi Pisang Baru especially in Eight Graders has problems that influence on student's learning activity that is about writing narrative because they have not enough ability in grammar rule especially in using simple past tense. It was found that some students of the Eighth Grades of Mts Guppi Pisang Baru, Bumi Agung, Way Kanan still had low in English tenses mastery. The students still had difficulties in mastering grammar, especially in mastering Simple Past Tense. It was found that some students did not understand in using simple past tense, for example: *Where do you go yesterday?* It should be *Where did you go yesterday?* Mostly the students can't arrange good enough sentences based on grammatical usage. The students still confused in differentiate between simple present tense and simple past tense rule.

All errors above arise since some students got difficult to understand about correct rule of Simple Past Tense. This can be seen on the score data of Simple Past Tense of the students in class VIII of Mts Guppi Pisang Baru taken on October 16, 2015. It is still low as it is shown in the following table:

Table 1

Simple Past Tense Mastery at the Eight Graders

No.	Score	Explanation	Frequency	Percentage
1.	≥ 65	Passed	2	10 %
2.	≤ 64	Failed	18	90 %
Total			20	100%

Source: The English teacher's archives

From the table above taken on October 16 2015, the writer found that some students have low writing ability, especially in mastering simple past tense although the teacher has been giving the material and teach them. It can be seen that just two students passed the Completeness Standard Criteria (KKM). The KKM in Mts Guppi Pisang Baru, Bumi Agung, Way Kanan especially in English is ≥ 65 . Meanwhile, there is still some students have not reach Completeness Standard Criteria yet.

In fact, although some students have learned grammar completely such as the data above in writing narrative text, they still find the difficulty to distinguish the usage in every type of tenses. As a result, it will lead them to produce many errors.

Therefore, an error analysis has an important role to reveal what kinds of error the students do most, to know the causes of the error and how the students can learn from their mistakes in writing by themselves. Then, the students will not do the same error or make same errors repeatedly. Those are the reasons

why the writer is interested in analyzing student's writing. In this case, the writer wants to find out the grammatical error that's made by the eighth grade of junior high school of Mts Guppi Pisang Baru Way Kanan in their writing narrative text especially in using simple past tense. And, by knowing the student's errors which are obtained from the test of their narrative writing focuses in their grammar, we will know what kind of grammar errors that commonly made by the students especially in using simple past tense.

Based on the reason above, the writer is interested in analyzing the students' writing product that is about the error in writing narrative text focused on using simple past tense, so this research titled is "An Analysis of The Students' Error On Using Simple Past Tense In Writing Narrtive Text At The Eighth Graders Of Mts GUPPI Pisang Baru Way Kanan In The Academic Year of 2015/2016".

B. Focus of The Study

1. Problem Identification

Based on the background explained above, the writer can identify some problems:

- a. Some students of the Eighth Grades of Mts Guppi Pisang Baru, Bumi Agung, Way Kanan still had low in English tenses mastery.
- b. The students still had difficulties in mastering grammar, especially in mastering Simple Past Tense.
- c. Some students got difficult to understand the correct rule of Simple Past Tense

- d. Mostly the students can't arrange good enough sentences based on grammatical usage. The students still confused in simple past tense rule.

2. Problem Limitation

In this study, the writer limits the study in analyzing errors that are made by students in the narrative writing product focused on simple past tense. This study is focused on the eight grade of junior high school of Mts Guppi Pisang Baru Way Kanan.

3. Problem Formulation

To make this research more focus, the writer would like to formulate the problem as follows:

- a. What kind of error that students make in writing simple past tense in narrative text?
- b. What is the most frequent error that students make in writing simple past tense in narrative text?

C. Objectives and Benefits of Study

1. Objectives of the Study

Based on the formulation above, the researcher is aimed:

- a. To know the kind of errors that students of Mts Guppi Pisang Baru Way Kanan make in writing narrative text, especially in using simple past tense.
- b. To describe the most error that student of Mts Guppi Pisang Baru, Way Kanan make in writing narrative text in using simple past tense.

2. Benefits of the Study

After doing this reaserch and finding the results, the researcher hopes it will be useful:

a. For the student

This research can give the definition about simple past tense to the students of Mts Guppi Pisang Baru at the eighth graders and motivating them to understand simple past tense deeply and the researcher hopes students will not make the same errors when they study.

b. For the teacher

Through this research, it is hoped that the English teacher can increase and teach the grammar Subject especially in using simple past tense deeply of teaching and learning process.

c. For the institution

This research can be used as the information to improve the teaching and learning English in the future after doing many exercises about it.

d. For other researchers

The researcher hopes this present research can give a valuable experience to other researcher which can be used for doing a better research in the future. As a consideration for other researcher to conduct further studies.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Writing

1. The Nature of Writing

Writing is one of four language skills. Writing is perhaps the most demanding skill of English. Unlike listening and speaking, it is not something which is natural to human.

Etymologically, writing is derived from the word 'write'. According to Oxford Advanced Learner's Dictionary the word 'write' is defined as make letters or numbers on a surface, especially with a pen or pencil, produce something in written form so that people can read, perform or use it, etc.⁸ It means that writing is the activities of communication between reader and writer through a letter. In a letter and send it to somebody, to produce something in written form so that people can read, perform and use it.

Terminologically, many experts that have different definition of writing. Nevertheless, the researcher will take several definitions from them.

Sanggam Siahaan states, writing is a psychological activity of the language user to put information in the written text⁹. It means that writing is producing something in written form by determining what to write first so the people can read or use it.

⁸ A S Hornby, *Oxford Advanced Learner's Dictionary, Eighth Edition*, (New York: Oxford University Press, 2010), P. 1722.

⁹ Sanggam Siahaan. *Issues in Linguistic*. (Yogyakarta: Graha Ilmu, 2008), p. 215.

According to Barnet and Stubbs writing as a physical act, it requires material and energy. And like most physical act, to be performed fully, to bring pleasure, to both performer and audience, it requires practice.¹⁰ In writing, writers are asked to present their works powerfully. They have to make the readers satisfy with their writing. It is important for writers doing practice to improve their writing skill, not only that they also have to expand their knowledge to develop their skill in writing because more knowledge is for better writing.

Axelrod and Chooper states that writing makes a special contribution to the way people think. When we write, we compose meanings, we put together facts and ideas and make something new.¹¹ It means that writing can make people reconstruct their thought, and then they will make new thoughts through facts and ideas that have occurred they try to combine and compare both of them until they are getting new conclusion as a new thought.

In addition, Raymond said that writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Writing is a way of finding out what we know and what we need to learn. Writing is also a way of learning. None of us can write much of interest without thinking, probing, observing, asking questions, experimenting, and reading.¹²

¹⁰ Barnet and Stubbs's, *Practical Guide to Writing*, (Canada: Brown company, 4th edition 1983), p. 3.

¹¹ Rise B. Axelrod and Charles R. Chooper, *The ST. Marline's Guide to Writing*, (Boston: Houghton Mifflin Company, 1986), p. 1.

¹² James C. Raymond, *Writing is an Unnatural Act*, (New York: Harper & Row Publisher 1980), p. 2.

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading.¹³ It means that writing has the prominent role in improving other skill of language.

From the quotations above, the researcher can conclude that writing is the activity of transfer the information to the others in written form. Writing also is the act or art of forming letter and characters in a place or something for the purpose of recording the ideas which characters and word express, communicating them to others by visible signs. To sum up, writing can be said as a media for students to develop their language skill because from writing they can use their knowledge of the target language that they have been learnt. Writing is the most difficult skill because it combines receptive skills and productive skills. Writing is also the way to make spoken language permanently.

Furthermore, Brown argues that written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills are not every speaker develops naturally.¹⁴ At other times we write because we want to express something about ourselves, about what we've experienced or how we feel.¹⁵

Based on the definition above, the writer made the conclusion that writing is making letters to expressing the ideas, make a good written, and then sender

¹³ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 113.

¹⁴ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd Ed*, (New York: Addison Wesley Longman, 2001), p. 335.

¹⁵ Thomas S.Kane, *The Oxford Essential Guide to writing*, (New York: Berkley Books, 2000), p.19.

with particular purpose to someone. It means that if we know the language and then, we arrange the graphic symbols or graphic representation includes the letter, words, sentences and punctuation into written form which both the writer and reader understand. As one of the four basic skill of language, writing is important because it constitutes the clarification of someone's thoughts and feeling. The students, through this skill, can explore their own thinking, various feeling and also the concepts by using words on papers.

2. Process of Writing

According to Graves, there are five-step process writing approach, that is:¹⁶

a. Prewriting

The goal of this step is to produce ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor are all way to produce ideas.

b. Drafting

Drafting is the first attempt of writer to catch ideas on paper. Drafting is a way to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during prewriting can be shaped into a successful piece of writing.

c. Editing

This is the step where students' correct grammar, spelling, and punctuation errors. The fastest way to fail a good writing project or damage

¹⁶ Andrew P. Johnson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students*, (New York: Rowman and Littlefield Education, 2008), p.179.

a writer is to demand that step 4 be included in step 1, 2, or 3. If writers are editing about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing are bad.

d. Publishing and Sharing

In this step, students share their writing with audience. At this stage, writing becomes real and alive. Publishing can implicate putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short sample of writing in the hall or out in the community.

3. The Assessment of Writing

Moreover, there are assessment in writing ability, it explained that the components of assessment can be formulated as follows:¹⁷

¹⁷ Sara Cushing Wiggle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 116.

Table 2
Assessment of Writing

Aspect	Score	Levels	Standardize
content	30 – 27	Excellent	Students really understand and they are able to express knowledge which matching of the title in content widely and completely.
	26 – 22	Good	Students are able to understand express knowledge which matching of the title in content completely although it is not effective.
	21 – 17	Fair	Students are able to understand the content limitedly.
	16 – 13	Poor	Students are not able to understand the content effectively.
organization	20 – 18	Excellent	Students are really able to organize the generic structure of writing clearly and effectively.
	17 – 14	Good	Students are able to organize the generic structure clearly.
	13 – 10	Fair	Students are less able to organize the generic structure clearly and effectively.
	9 – 7	Poor	Students are not able to organize the generic structure of writing clearly and effectively.
Vocabulary	20 – 18	Excellent	Students are really able to use and chose vocabulary widely and effectively.
	17 – 14	Good	Students are able to use and choose vocabulary widely and effectively.
	13 – 10	Fair	Students are able to use and choose vocabulary limitedly
	9 – 7	Poor	Students are not able to understand building.
grammar	25 – 22	Excellent	Students are able to use grammar in arrange the sentences.
	21 – 18	Good	Students are really able to use grammar in arrange simple sentences.
	17 – 11	Fair	Students have many mistakes in arrange simple sentences grammatically.
	10 – 5	Poor	Students are not able to mastery grammar in using arrange sentences.
mechanic	5	Excellent	Students are really to mastery mechanical of words and punctuation
	4	Good	Students are able to mastery mechanical of words and punctuations
	3	Fair	Students are able to mastery mechanical of words and punctuations

	2	Poor	Students are not able to mastery and produce mechanical words and punctuations effectively.
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B. Error Analysis

1. The Concept Between Error and Mistake

Learning the second language is different from learning first language. Therefore, the students often made errors while the teaching learning process. For the foreign language, the students can get a new rules of language, vocabulary, grammatical patterns and pronunciation which different from their language. The Error is natural for the students in learning the second language.

There are many definition of error by the experts. Hornby states that error is defined as a mistake, especially one that causes problems or affects the result of something.¹⁸ According to s. p. Corder, error is both an ancient activity and at the same time a comparatively new one.¹⁹

It means that error is deviation from the student's grammar, reflecting to the competence of the student especially in learning process.

Error and mistake are two different things. Carl James mentioned that intention played a decisive role in the error and mistake definition. According to him, error is unintentionally deviant and is not self-correctible by its author. A mistake is either intentionally or unintentionally deviant and it is self-correctible by its author.²⁰ He adds that error cannot be self-corrected by the learner until further relevant input that has been provided and converted into intake by the learners. In other words, the learner needs to be provided the

¹⁸ A S Hornby, *Oxford Advanced.*, P.496

¹⁹ S. p. corder, *error analysis and interlingua*, (London, Oxford University press, 1981), p. 51

²⁰ Carl James, *Error in Language Learning and Use*, (New York: Longman, 1998), p.78.

further relevant learning before they can correct themselves. Meanwhile, mistakes can be corrected by the learners by simply pointing out to them.²¹

On the other hand, Pit Corder has another definition of error and mistake as stated in Carl James' book. He upholds the competence versus performance distinction. According to him, mistakes are of no significance to the process of language learning since they 'do not reflect a defect in our knowledge' but are traceable to performance failure, such as memory lapses, spelling pronunciations, tiredness, strong emotion, etc. The learner is normally aware of them immediately and can correct them with more or less complete assurance. On the contrary, errors are everything that mistakes are not: they are significant, they do reflect knowledge, they are not self-correctable, and only learners of a second language make them.²²

It is important to differentiate between error and mistake. Otherwise, some people are still misunderstanding about the definition of them. To clarify between error and mistake, Brown says, a mistake refers to a performance error that is either a random guess or a "slip" in that it is failure to utilize a known system correctly.²³

According to Dulay, in some of the second language literature, performance errors have been called "mistakes", while the term "errors" was re-served for

²¹ Ibid., p. 83.

²² Ibid., p. 78—79.

²³ H. Douglas Brown, *Principles of Language Learning and Teaching, fifth Edition* (New York: Pearson Education 2007) p. 257

the systematic deviations due to the learner's still developing knowledge of the L₂ rule system.²⁴

Based on the definition above, the writer concluded that error is systematic deviance which is made by the learner intentionally; it reflect his knowledge since it is not caused by performance failure, and it cannot be self-corrected by the learner. Meanwhile, mistake is not systematic deviance which is made by the learner either intentionally or unintentionally; it is caused by performance failure, such as fatigue, memory lapses, etc., and it can be self-corrected by the learner.

2. The concept of Error Analysis

The definition of Error Analysis came from Carl James in his book, Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.²⁵ Another opinion comes from Susan M. Gass and Larry Selinker, Error analysis is a type of linguistic that focuses on the errors learners make in producing the target language and the target language form itself.²⁶

The process of the students learning will be find something wrong or mistake. The making of error can't be avoided in learning process. An analysis is the important method to get information about the student's error in learning process in language production and language perception. An error analysis is also important to describe what kinds of error that the students make, to know

²⁴ Heidi Dullay, *language two* (NEW York : Oxford University press, Inc, 1981), p. 139

²⁵ Carl James, *Error in Language Learning and Use*, (New York: Longman, 1998), p.1.

²⁶ Susan M. Gass and Larry Selinker, *Second Language aquisition*, (Ney York: Routledge, 2008), p. 102.

the causes of the error and how the students can learn from their mistakes and correct in their writing.

Brown argues the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors, called error analysis.²⁷

From the explanation above, the writer concludes that error analysis is a type of linguistic analysis that focuses on the process of identifying, and describing the learner's error in target language learning.

3. Types of error

The error of students may be classified as the errors of competence and the errors of performance. The Errors competence are systematic and continuously. Otherwise, errors of performance are unsystematic, and the students can correct by themselves. To describe the types of error, Heidi Dulay said that there are two types of error.²⁸

a) Error based on linguistic category taxonomy

Many error taxonomy has been based on the linguistic item, while is effected by an error, these linguistics category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error effects.

²⁷ H. Douglas Brown, *Principles of Language.*, p. 259

²⁸ Heidi Dullay, *language two* (NEW York: Oxford University press, Inc, 1981), p. 146-

Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). Constituents include the element that comprises each language components. For example, within syntax one may ask whether the error is in the main or subordinate clause; within a clause, which constituents is affected, e. g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjective and so forth.

b) Error based on surface strategy taxonomy

A surface strategy taxonomy highlight the ways surface structures are altered: students may *omit* necessary items (omission) or *add* unnecessary ones (addition); they may *misform* items (misformation), or *misorder* them (misordering).

1) Omission

Omission errors are characteristic by absence of an item that must appear in a well- formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others.

For example: My father usually drinks a cup coffee (It should be my father usually drinks a cup of coffee)

2) Addition

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

For example: I was went to Bali last week (It should be: I went to Bali last week.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors there is not supplied at all, in misformation errors the student supplies something, although it is incorrect.

For example: She didn't worked at fashion company (it should be: she didn't work at fashion company)

4) Misordering

This error is characterized by the incorrect placement of morpheme or a group of morphemes in an utterance.

For example: How your is mother? (It should be: how is your mother)

Based on the explanation above, the researcher is going to choose the type of error based on surface strategy taxonomy to analyze the student's product in writing narrative text in using simple past tense and the researcher will use all 4 criteria to measure the student's error product.

C. Simple Past Tense

1. Concept of simple past tense

Simple past tense consists of three words: simple, past and tense which each word has its own meaning. The writer would like to explain them one by one according to Oxford Advanced Learner's Dictionary, simple is used to describe the present or past tense of a verb that is formed without using an auxiliary

verb.²⁹ Past is connected with the form of a verb used to express actions in the past³⁰ and tense is any of the form of a verb that may be used to show the time of the action or state expressed by the verb.³¹

Terminologically, some expert defines the simple past tense. Betty Schramfer Azar said the simple past tense indicates that an activity or situation began and ended at particular time in the past.³² According to Suryadi Junaida defined that we use the past tense (also as simple past tense) to express an action or event that happened in the past and have now been completed and is known exactly when these events occur or do.³³

Furthermore, Betty S Azar stated in fundamental of English grammar that, 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)³⁴

Example:

- John played football yesterday
- I studied last night
- She visited me two days ago
- My sister was born in 1990

²⁹ A S Hornby, *Oxford Advanced.*, p. 1384

³⁰ *Ibid.*, p.1073

³¹ *Ibid.*, p. 1540

³² Betty Schramper Azar, *Understanding and Using English Grammar, second edition* (New Jersey, prentice hall, inc, 1989), p. 24

³³ Suryadi Junaida, *Complete English Grammar, Edisi ke-2* (Yogyakarta, pustaka pelajar, 2011), p. 472

³⁴ Betty Schramper Azar, *fundamentals of English grammar*, (New York, pearson education, 2003), p. 25

Based on the definition above, the writer made the conclusion that simple past tense is used to express a definite event in the past. Then simple past shows the situation or activities in the finished time in the past and time is clear or mentioned.

2. The Form of Simple Past

English verbs are divided into two classes; they are regular form an irregular form. These classifications come from the way the verb forms, its simple past and past participle. Regular verbs have predictable past tense form, ie-d or –ed is added to the end of the base form.³⁵

- Yesterday I worked in Jakarta.
- He agreed about the price.
- He applied a job in a Malaysian company.

Irregular verbs do not have past tense forms that can be predicted by rules:

Table 3
Examples of Irregular Verbs

Base form	Past form
Catch	Caught
Read	Read
Cut	Cut
Drink	Drank

Betty S. Azar gives the explanation about the form of simple past tense as below:³⁶

³⁵ Kam Chuan and Kam Kai Hui, *Longman Dictionary of Grammar and Usage*, (Singapore: Addison Wesley Longman, Inc, 1999), p. 297.

³⁶ Betty Schramper Azar..., p. 26

Table 4
Form of the simple past: *regular verbs*

STATEMENT	I-You-She-He-It-We-they <i>Worked</i> yesterday
NEGATIVE	I-you-She-He-It-we-They <i>did not (didn't)</i> work yesterday
QUESTION	<i>Did</i> I-you-She-He-It-we-They work yesterday?
SHORT ANSWER	<i>Yes</i> , I-you-She-He-It-we-They <i>did</i> <i>No</i> , I-you-She-He-It-we-They <i>didn't</i>

Table 5
Form of the simple past: *be*

STATEMENT	I-She-He-It <i>was</i> in class yesterday We-You-They <i>were</i> in class yesterday
NEGATIVE	I-She-He-It <i>was not (wasn't)</i> in class yesterday We-You-They <i>were not (weren't)</i> in class yesterday
QUESTION	<i>Was</i> I-She-He-It in class yesterday? <i>Were</i> We-You-They in class yesterday?
SHORT ANSWER	Yes, I-She-He-It <i>was</i> Yes, We-You-They <i>were</i> No, I- She-He-It <i>wasn't</i> No, We-You-They <i>weren't</i>

Furthermore, Nasrun Mahmud in English for Muslim University Students argued that Simple past tense is formed with past form of the verbs which may

be either regular, e.g. by adding –ed to the infinitive (incidentally, most verbs are regular) or irregular must be learned in each case.³⁷

In English, a main or lexical verb is any word that can be conjugated, that can add the morphemes /ing/, /ed/, and (e) s/ to mark, respectively, present participle, past tense/ past participle, and third person singular Present tense. English verbs are divided into two classes; they are regular form and irregular form. These classifications come from the way the verb forms its simple past and past participle.

With most verbs, the simple past is created simply by adding –ED. However, with some verbs, you need to add –ES or change the ending a little. Here are rules:³⁸

Table 6
The simple past tense' ending rules

Verb ending in...	How to make the simple past	Examples
E	Add-D	Live – lived
Consonant + y	Change Y to I, then add – ED	Try- tried, cry- cried
One vowel + one consonant (but not W or Y)	Double consonant, the add – Ed	Tap – tapped, commit – committed
Anything else	Add-ed	Boil- boiled, fill- filled, hand- handed

³⁷ Nasrun Mahmud, *English for Muslim University Students*, (Jakarta: PT. Siwinakti Darma, 2003), p. 88.

³⁸ <http://web2.Uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.html>

3. Verbs in Simple Past Tense

Many students usually have some difficulties in forming of simple past, they confused about regular and irregular form. Because they not memory the entire verb changing.

The only real difference between regular and irregular verbs is that they have different endings for their past tense and past participle forms. For regular verbs, the past tense endings and past participle endings is always the same: *ed*. For irregular verbs, the past tense ending and the past participle ending is variable.³⁹

Regular verbs: base, past tense, past participle

- Look, looked, looked
- Work, worked, worked

Irregular verbs: base, past tense, past participle

- Buy, bought, bought
- cut, cut, cut
- do, did, done

When the students learn Indonesian language, they did not find the tenses, but when they study English, they found the tenses, because there is no tense in Indonesian language. Therefore, they must be able to distinguish every tense in English.

³⁹ http://www.englishclub.com/grammar/verbs-what_classification-main.htm

D. Text

1. The Concept of Text

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning. In general, text is an article which often read. It is the language unity that expresses the meaning contextually. Based on Oxford Learner's Dictionary, text is defined as: (1) any form of written material (2) the written form of a speech, a play, an article, etc.⁴⁰ It's means that text is a sequence of paragraphs that represents an extended unit of speech.

2. Types of Text

Kate Grenville explained that, there are 8 types of texts at glance, as follow:⁴¹

Table 7
Types of text

Text type	Purpose	Structure
Narrative	To tell a story	Orientation (who, where, when) Evaluation (response by characters) Complication (need for action) Resolution
Recount	To tell about a series of events happening one after the other	Orientation (who, where, when) Record of events
Report	To give information	General statement Descriptions (of different

⁴⁰ A S Hornby, *Oxford Learner's*, p. 1544.

⁴¹ Kate Grenville, *Writing from Start to Finish a Six-Step Guide*, (Australia: Allen & Unwin, 2001), p. 194.

		aspects of the topic)
Review	To assess the value of an art work	Context (background to art work plus a synopsis) Description (of characters, key events, style). Judgment (balance of strengths and weaknesses)
Historical recount/ account	To write about of events the past	Background (general information about the period) Record of events (in sequence) Evaluation (of the significance of the period)
Procedural recount	To record a procedure	Aim (scientific purpose) Record of events (what was done) Results (what happened) Conclusion (what was found, even if nothing)
Exposition	To argue for a point	Thesis Arguments supporting thesis Restatement of thesis of view

From 7 types of text above, the researcher will focus deeply the research on narrative text.

E. Narrative Text

1. The Definition of Narrative Text

Narrative text is a kind of text that tells a story. There are some arguments are stated by some experts about narrative text. First, Alice says that narration is story writing; it is a kind of writing which report events chronologically.⁴² Narrative is conversation or writing telling about action or human experience based on the sequence of time. James A. W. Heffernan wrote in his book *Writing A College Handbook*, narration or storytelling is writing about a

⁴² Alice Oshima, and Ann Hogue. *Introduction to Academic Writing*. New York: Longman, 1997. p 291.

succession of events. The simplest kind of narration follows chronological order: the order in which the narrated events actually occurred or could have occurred.⁴³ Betty Mattix Dietsch says narration is used not only in fiction writing but also to relay news of a neighborhood or news of a nation, to share research data, to write reports and other documents. Histories, biographies, journals, college papers, magazines, and even advertisements include narrative. Narration is a powerful tool that can captivate an audience – stirring the imagination, eliciting empathy, and lending weight to opinion.⁴⁴

A narrative presents a connected series of events, either imaginary or based on your own experience, in a vivid descriptive style.⁴⁵ Narrative text is different from recount text; it focuses on the highlight of complication in the sequence of events. On the other hand, recount text only focuses on the series of events. Narrative can become more complex if there is more than one complication included in the story.

In addition, the complication that is resolved usually carries a social message. Sometimes, the message can be quite obvious and obscure. The obscure message can cause the students from different cultures have difficulties find it difficult to see a point to the story. Meanwhile, the final purpose of curriculum is to develop their interpersonal relationship with others.

⁴³ James A. W. Heffernan & John E. Lincoln, *Writing a College Handbook*, (W. W. Norton & Company, 1982), p 86.

⁴⁴ Betty Mattix Dietsch, *Reasoning & Writing English Well*, (New York: Mc Graw Hill, 2003), p. 123.

⁴⁵ Evans, Virginia. *Successful Writing Proficiency*. Liberty house: express publishing, 2000. p 38.

Based on discussions above, the writer concludes that narrative writing is a writing which tells about the story of events in a period of time. Narrative writing is not only about fiction writings, but also about scientific writing can be written in a narration. It presents action with variety of purposes.

2. The Purpose of Narration

Every kind of writing has a purpose, narration also has a purpose. According to Barbara Fine Clouse, “obviously, a narration can entertain because a good story can amuse readers and help them forget about themselves for a time.”⁴⁶ This statement is supported by Mark Anderson and Kathy Anderson, they said that “the purpose of narrative that is to present a view of the world that entertains or informs the reader or listener”.⁴⁷ In addition, Barbara gave three purposes of narration:

- a) To express your feeling, you could narrate an account of your final visit with your grandfather for example.
- b) To inform your readers, you could narrate an account of a typical day for your grandfather, pointing out the advantages he enjoyed because he lived at the retirement home for example.
- c) To persuade your readers, you could narrate an account of one or more of your own experiences, tell the benefits you and the residents enjoyed as a result.⁴⁸

⁴⁶ Barbara Fine Clouse, *Patterns for a Purpose: A Rhetorical Reader*, (New York: McGraw-Hill, 2003), p. 160.

⁴⁷ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra; Macmillan, 1977), p. 3.

⁴⁸ Barbara Fine Clouse., *Patterns for a Purpose*, p. 160

The researcher concluded that the purpose of narration is to amuse and entertain the readers. Make them feel including in the story while they are reading and also to inform and persuade the readers about the story.

3. Generic Structure of Narrative Text

Narrative deals with problematic events which lead to crisis or turning points of some kinds of solution. Generic structures of narrative texts are described as follows:⁴⁹

a. Orientation

It is the stage where the researcher or narrator introduces to tell the character in the story, their names, and the place where they live, when, their ages, their condition, and their dream.

b. Complication

In the complication stage, the researcher presents unexpected event that happens to the characters. It can be concluded that complication is also the problem of the story.

c. Resolution

In this stage, the researcher tells how the complication is solved or the ending of the story. Here, the earlier complication is solved for best or worse.

⁴⁹ Depdiknas. *Pembelajaran Text Naratif*. Jakarta : Depdiknas, 2002. p 3.

4. The Kind of Narrative

According to Depdiknas there are some kinds of narrative text, it is usually factual or imagination. It is like fairy tales, mystery stories, science fiction, roman and horror.⁵⁰

Barbara states that there are two kinds of narrations.⁵¹

a. Present Narration

It is a narrative text which describes what usually happens during an event in the regular time.

b. Past Narration

It describes completed past like historical events, biographies, or past personal experiences. It uses past tense because the events are completed.

Common forms of narrative text which are studied in school are.⁵²

- Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale.

- Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings.

- Science fiction

⁵⁰ Ibid p 34.

⁵¹ Leonhard, Barbara Harist. *Discoveries in Academic Writing*. Cambridge: Cambridge University Press, 1996. p 132.

⁵² <http://understanding-text.blogspot.com/2011/03/kinds-of-narrative.html>

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know.

From that definition above, the researcher tries to conduct the kinds of narrative about past narration. Because it's related to the personal experience in the past. Here the example:

My unforgettable holiday

I still remembered about my vacation. It was on my last holiday. It was a great holiday. My family and I visited my grandma in Ketep village, Magelang, Central Java. I had gone there once before when I was a child or when I was 5 years old. And now I am still at first grade of Junior High school in Pekalongan.

We left Pekalongan to Ketep at 6 am on Sunday. It needed six hours of time to get there. My father drove the car family so that we could enjoy the beautiful scenery along the journey. We arrived to Ketep at 1 p.m. I could the old woman had waited us. That was my lovely grandma. My grandma looked so happy could see us anymore. She still looked so young and healthy for the woman in her age. I love her so much. Without any thinking, I hugged her so tightly.

Grandma had served many meals like hot extract ginger, tempe mendoan (the original food from Indonesia), and I loved it so much especially my dad, he felt like a nostalgic when he was child. Ketep was my Dad's hometown. We ate them proudly and behind us, you could see the beautiful of Merapi Mount indeed. We always missed this panorama.

From the example above that we can see about the generic structure at first paragraph is tell us about the main character, place, time, ages, etc. that is called orientation. In the second paragraph that explained about complication and

serve some problems about events. Then for resolution in this story endings with happy character that resolved the complication before.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

The research is conducted to explore the phenomenon about error that students make in writing. Therefore, the researcher decides to choose qualitative approach to analyze of error especially on using simple past in narrative. Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.⁵³ Its mean that qualitative is investigating and conceiving purpose of individuals or groups that attributes human problem.

The type this study is a case study. Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes.⁵⁴

In this research, the researcher concerns with the use of simple past tense in language learning. The researcher consider surely using more qualitative approach to investigate and to analysis the student writing narrative error,

⁵³John W. Creswell, *Qualitative inquiry & research design: choosing among five approaches, 2nd edition*, (USA: Sage Publications, Inc. 2007), p. 37

⁵⁴ Ibid, p.37

especially in using simple past. In this case, the researcher will analyze the student's error on using simple past tense in writing narrative text at the eighth grade of Mts GUPPI Pisang Baru.

B. Data Source

To conduct this research, the researcher would like to use two kinds of data source namely primary and secondary data. In this research, the primary source is the students' writing product. The primary data gets from student's writing narrative test. To collect this data, the researcher gives a test at the VIII class of Mts GUPPI Pisang Baru. The writer would like to ask the students to write English narrative writing text using simple past tense in a piece of paper, and the topic is about student's experience holidays. Then the student's assignment will collect as a data.

The secondary data is the addition data. The secondary source is from books, articles, English dictionary, encyclopedia, and documentation that are related to the research would be gained.

Furthermore, the writer used purposive sample as the participants. Purposive sample is sampling technique of data source based on certain consideration. That is handed over to researcher and based on research objective.⁵⁵ The researcher is going to choose 20 students at the eighth graders of Mts GUPPI Pisang Baru Way Kanan in the Academic Year 2015/2016 as the participants.

⁵⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung, Penerbit Alfabeta, 2009, P.219

C. Collecting Data Technique

The instruments that are used in conducting research, the researcher will use one of techniques in collecting data as follows:⁵⁶

1. Observation

The researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site. Typically these observations are open-ended in that the researchers ask general questions of the participants allowing the participants freely provide their views.

2. Interview

The researcher conducts face-to-face interviews with participants, telephone interview, or engages in focus group interviews with five to eight interviewers in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

3. Documentation

The researcher will collect the students' test as primary data. In the collecting the data, the researcher will collect authentic writing from the student's narrative writing product. The writing should be a part of the test,

⁵⁶John W. Creswell, *Research design: Qualitative, Quantitative and Mixed methods approaches*, 4th edition (USA: SAGE Publications, Inc. 2014), p. 190

approved by the researcher. Afterwards, the researcher analyses their assignment. So it's clear that documentation is a note of information in the form of documentation. The writer used this method to get data about the student's writing narrative test.

D. Data Analysis technique

The analysis and interpretation of the data represent the application of deductive and inductive logic to the research process. The process of data analysis involved sense out of text and image data. Creswell explained the data analysis technique in the following steps:⁵⁷

1. Gathering the data

Organizing and preparing the data for analysis. This involved transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Grouping the data

Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Description involves a detailed rendering of information about people, places, or events in a setting.

3. Selecting/ displaying

The researcher should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence.

⁵⁷ Ibid, p. 197

4. Interpretation

A final step in the data analysis involves interpretation or meaning of the data results.

The technique of data analysis which is used by the writer in this research is qualitative analysis technique which function is to describe and interpret the result of quantitative data. For getting the quantitative data, it will describe in the table of percentage and formula as follows:

$$P = \frac{F}{N} \times 100\%,$$

Notes: P: Percentage

F: Frequency

N: Number of cases (total of frequency).⁵⁸

⁵⁸ Sudjiono Anas, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja GrafindoPersada, 2005), p.43.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result Of The Research

1. Research Setting

The Mts GUPPI Pisang Baru Way Kanan was established in 25 may 1989. The school location is on Jl. Protocol Pisang Baru, Bumi Agung, Way Kanan. The school got the operation under licenses from the Islamic Department. In April 14, 1999 Mts GUPPI Pisang Baru Way Kanan got a new SK with number WH/6/PP.00.6/354/1999.

The Mts GUPPI Pisang Baru Way Kanan have guided by four principles. On 1989 until 2000 Suryadi, S.Pd has guided as the principle. After that on 2000 until 2009, Sukardi S.Pd has guided as the principle. After that on 2009 until 2015, Sukimin S.Pd has guided as the principle. And now, the principle of the Mts GUPPI Pisang Baru Way Kanan is Syahroni S.Pd from 2015 until now.

The vision and mission of The Mts GUPPI Pisang Baru Way Kanan are stated as follow:

The vision: "To be an education institute that has IPTEK insight and the nation, region, and global quality."

The Mission is the first is to increase the organization quality and the school management in growing the excellence spirit. The second is to increase the

quality of teaching learning activity and to reach the students competence that has the national standard. And the third is to increase the human source quality and the student guided quality in realizing IMTAQ and autonomy attitude. All of the vision and mission have the purpose, to increase the developing of the school.

The orientation of the Mts GUPPI Pisang Baru Way Kanan is the official management. The school consists of 9 classes, teacher room, official employee room, computer room, library, laboratory, masque, toilet, and parking area. The school has 22 teachers and 3 official employees.

The principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of the Mts GUPPI Pisang Baru Way Kanan is helped by school committee, official employee, and the head vice of curriculum.

2. Error Identification

In this section, the writer identified the errors found in the use of Simple Past Tense in narrative text written by the students. The writer presented the identification of errors in the form of table below:

Table 8

Recapitulation of Types of Errors in Narrative Writing Focused on Simple Past Tense.

Students	Omission	Addition	Misformation	Misordering
Student 1	1	-	13	-
Student 2	4	-	5	-
Student 3	1	-	3	-
Student 4	3	3	5	-
Student 5	1	-	9	-
Student 6	1	-	7	-
Student 7	1	-	10	-
Student 8	2	-	6	-
Student 9	-	-	6	-
Student 10	1	-	11	-
Student 11	2	1	6	1
Student 12	1	-	10	2
Student 13	2	1	6	2
Student 14	3	1	4	1
Student 15	3	-	1	2
Student 16	2	-	4	1
Student 17	1	-	6	1
Student 18	2	-	4	1
Student 19	2	-	7	-
Student 20	2	-	7	1
Total	35	6	130	12
Total (N)	183			

The chart below presents the highest level to the lowest of errors mostly made by the students:

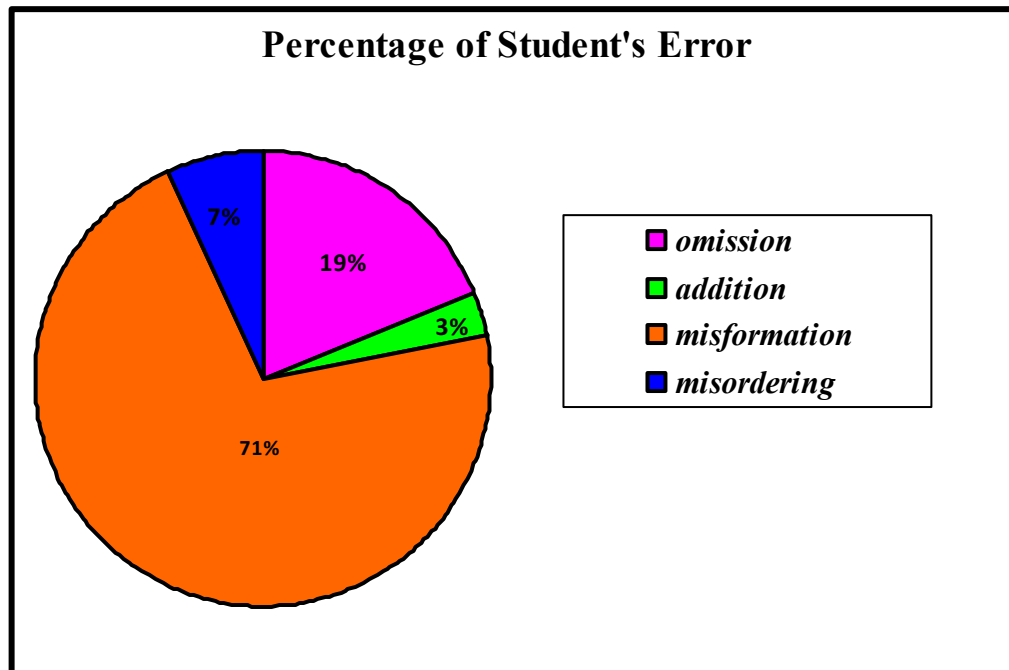


Chart 1: The Recapitulation of Students' Error

The table shows percentage of each error based on classification of Heidi Dulay, and the writer found that error of misformation is the most frequent error made by the eighth grader students of Mts GUPPI Pisang Baru Way Kanan, with 130 of total errors or 71%. The second is omission with 35 of total errors or 19%. The next is misordering with 12 of total errors or 7%. The last is addition with 6 of total errors or 3%.

3. The Analysis Description of the Students' Error

After presenting the error into types of errors, the writer would like to talk more about the errors of the use of Simple Past Tense in the students' narrative

text. The students' errors are classified into four: omission, addition, misformation, and misordering.

Here are the complete description of the students' errors:

1) Student 1

There are two types of error found in the student's writing they are misformation and omission error. First is misformation error for example *my friends and I go to camping* it should be *My friends and I went to camping*. Another sentences error *we going Gemuruh mountain* it should be *we went Gemuruh mountain, before go to Gemuruh, we go there by motorcycles*. The verb *go* it could be *went*, because the sentences is in past. *The spot is near from our village, it is about one hour to get there, the air is so fresh there*. The student didn't change the past form of auxiliary verbs, they are supposed to be *was*. Another error found, *we bring the food from home, we make fire, songs together and after that we sleep, we packed everything we bring, we make a memory by take a photo together, we build the tent*. The student didn't pay attention with the irregular verbs, it should be *brought, made, slept, took, and built*. They are classified as misformation error since the student used incorrect verb forms in those constructions. Meanwhile, another error made by the student considered as omission error. The student omitted a word or a morpheme. Such in, *we prepare everything*, the student omit the suffix -ed in word *prepared*.

2) Student 2

There are two errors constructions made by the student which are considered as omission error, such as *I **stay** with Uncle Hirsan*, it is supposed to be *I **stayed** with Uncle Hirsan*. The student omitted the inflection –ed. Another omission found in the student’s writing. They are, *sandi and I are **visite** field rice, we **catch** many fish, we are so happy to **catch** fish, after that we go back home to **cook** the fish*. The student omit the suffix –ed/d in form of verb that should be used in past sentence. The second error that found in student’s writing was misformation, such as *last holiday I **go** to my uncle’s house*, the word **go** was incorrect, it should be **went**, because the sentence is in past. Another error about the misformation were found, *because it **is** very friendly, the weather **is** hot, It **is** very happy for me*. The words **is** that incorrect it should became **was**. Beside that the sentence *my uncle and aunt **are** very nice*, it should be *my uncle and aunt **were** very nice*.

3) Student 3

The error constructions which were made by the student are classified as misformation error, as in *last holiday **is** my worst holiday*, it should be *last holiday **was** my worst holiday*. Another sentence was found the error, *I **wake** up, after that I **take** a sleep*, it supposed to be *I **woke** up, after that I **took** a sleep*. The other type of error in student’s writing is omission as in, *I just **stay** in my home*, the student omit the suffix –ed. The correct sentence is *I just **stayed** in my home*.

4) Student 4

The student made three types of errors. *We **are** went to Borobudur temple, we waited him for **a** three minute, I and my friends **are** went around*, those three sentences contain addition error since the student presence of an item *are, a, are*. The second error is omission, such in *and **arrive** there on Monday, after we **arrive** at the Borobudur temple, we **enter** into Borobudur temple*. Those sentences classified as omission error because the student omit suffix *-ed/d*. it should be ***arrived, arrived, entered***. The last error is misformation, for example, *I and my classmates **visites** Borobudur Temple, we are **go** to Borobudur temple, we **see** many vehicles, we can see beautiful scenery, I and my friends are **go** around, that **is** my favorite holiday*. They are should be ***visited, went, saw, went, was***.

5) Student 5

Error constructions found in the student's writing are considered as omission, and misformation errors. The student omitted the verb inflection *-ed* or *-d*, such in, *we **create** a very big sand house*. It should be, *we **created** a very big sand house*. Another error found is misformation error. The student wrongly chose the words for past tense. For example in these sentences, *Putri **say** to me that she, we **will** go to Mutun, we **buy** some foods, we were tired but we **are** happy*. It supposed to be used verbs for past tense ***said, would, bought, were***.

6) student 6

In the student's writing, there are two types of error which is made by the student. Most of errors belong to misformation error. The student committed seven times. For instance, *it is the first time for me, I am amazing by the beautiful, I can not to jump into the water, I can see, the day is getting dark, it is unforgettable experience*. They are supposed to be **was was, amaze, couldn't, could, was, was**. Another error is omission for example, *I and my beloved family visite Lembah Pelangi*, it contains omission error since the student didn't used past form **visite** into **visited** the suffix is -ed/d.

7) Student 7

The student's writing shows error constructions that classified as misformation, and omission errors. For instance, *I and my family go to Way Kambas, we going to there, we see some elephant, we can not see the Sumatran rhino, some animals which are being feed, we are tired but we are happy because we have so much fun*. Those sentences were classified as misformation because, the student didn't change the past form of verb, it should be, **went, got, saw, couldn't, were, fed, were, were, and had**. Another error is omission, *Way Kambas is a national park which is used as elephant and rhino locate in Labuhan Ratu District*, classified as omission because the student didn't pay attention about suffix -ed/d for word **located**.

8) Student 8

Student's writing errors are classified as misformation and omission errors. *I going to Bandung with my family, the bus schedule from Way Kanan is Friday, we go to Bandung zoo, it made us understand about geology, we see rocks*

*collection, It **make** me happy.* They are classified as misformation error since the constructions verb form is not in past form. It should be **went, was, went, understood, saw, made.** Second error detected as omission. Such as in, *the bus schedule from Way Kanan is Friday 07.00 am, and **arrive** in Bandung Saturday at 11.30 pm.* It should be *the bus schedule from Way Kanan is Friday at 07.00 am and **arrived** in Bandung Saturday at 11.30 pm.*

9) Student 9

The error is classified as misformation error only. The student used incorrect verbs in those constructions since the constructions are supposed to be in past tense. For example, *the people **are** friendly* it should be *the people **were** friendly.* Another error construction are, *the food **is** great, I **swiming** two or three times, Last Saturday I **get** on the bus and **go** to the north, I learned Balinese but I **cannot** say much.* It supposed to be **was, swam, got, went, couldn't.**

10) Student 10

Student's writing error are classified as misformation and omission error. Misformation error happened since the constructions verb form is not in past form. For example, *last holiday my familly **go** to Yogyakarta,* it should be constructed in past form *last holiday my familly **went** to Yogyakarta.* Another error, *we **take** some photos there, we **see** many kinds of animals there, and also **take** pictures, Siung beach **is** very beautiful, I **swim** there and I **see** some people practiced rock climbing, I played for some hours until i **feel** tired, that was a good moment because I **can** spend my time with my family.* The verb form should be **took, saw, took, was, swam, saw, felt,** and **could.** The second error is

omission. Omission error happened because the student omit the suffix-*ed* or *d* in sentence, first, we **visit** Prambanan Temple. It supposed to be **visited**. First, we **visited** Prambanan Temple.

11) Student 11

Error types committed by the student they are misformation, omission, addition, and disorder. Misformation error Such as in *my father **take** me to go fishing, I **bring** it to my father, I **throw** the fishing hook, I **see** a big fish*. Those sentences are supposed to be in past tense, so the student needs to change the verb forms as **took, brought, threw, and saw**. Second error is omission error such as in, *we **breakfast** first at home, when we **arrive** in our plantation*, it supposed to be *we **had breakfast** first at home, and when we **arrived** in our plantation* student shouldn't ommit the verb **had** and suffix -ed **arrived**. The next error is addition for example, *dig some soil to **search** find worms* its contain addition of verb **search**. Meanwhile the last error shows error constructions containing misordering error. The student put wrong arrangements instead of *when I **get** was bored* it should be *when I **was** get bored*.

12) Student 12

The error constructions the student made are classified as omission, misformation and misordering error. The sentence ***It the** big fish that I get* classified as omission error because student ommit *was* as auxiliarry verb. It should be ***It was the** big fish that I get*. Another error type found in the student's writing is misformation errors. They are in, *last holiday I **go** to the lake, It **is** the*

*nice time for fishing, I **wake** up earlier, I **go** the market place, I **go** to the lake, there **are** a fish **eat** my bait, big fish that I **get**, I **get** 7 big fish and 3 small.* They are classified as misformation error because the student missed to write the correct past forms. It should be ***went, was, woke, went, went, was, ate, got, got.*** The last error is misordering such as in sentences, *I no **had** work to do, I so **was** happy,* they are classified as misordering because the student missed to arrange the correct order it supposed to be *I **had** no work to do, I **was** so happy.*

13) Student 13

The error constructions the student made are classified as omission, addition, misformation, and misordering error. The sentences such in *I **miss** so much them because, along the trip **we so** tired,* they classified as omission due to the lack of suffix *-ed*, and the student ommit *were* as to be. They are supposed to be *I **missed** so much them because, along the trip **we were** so tired.* Second error is addition such in sentence *I went to Kota Bumi Lampung **to** visiting my grandfather's house.* The student added *to* in that sentence.

Next error is misformation they are, *I **do not** them visited, We **go to** there by train, my trip at that time **take** 5 hours, But the tiredness during the trip **is** gone after I **meet** my grandma and grandpa, they **are** looked old.* The constructions classified as misformation error because the student used incorrect verbs in those constructions and negative forms since the constructions are supposed to be in past tense. The last errors belong to misordering error. For example, *I miss **so much them** because about one year I do not **them** visited.* The student missed

to arrange the correct order. It supposed to be, *I miss **them so much** because about one year I do not visited **them**.*

14) Student 14

There are four types of error found in the student's writing. They are misformation, misordering, addition, and omission errors. The student committed misformation error since the student put incorrect verb form for past tense. Instead of ***think, do not, am,*** and ***will***. The student should have put ***thought, didn't, was, would***. The next error constructions are classified as misordering error. For instance, *after **I eating follow** my grandpa*, it is supposed to be *after **eating, I follow** my grandpa*. Another error committed by the student is addition error. For example, *Last holiday I **go went** to my grandma's home*, the student presence unnecessary verb ***go***. The last, the error constructions are classified as omission. The student committed omission error since the sentences miss verb ***did***, a suffix ***-ed***, and an auxiliary ***had to***. Such as in, *I spent a week and **I so** many interesting things in the farm, I **learn** to plant rice, at the last day, **I back** home.*

15) Student 15

The error constructions made by student are classified as omission, misformation, and misordering. The first error is omission such as in sentences, *I **stay** there for 6 days, the favorite place for me when **I at** Malang, We **enjoy** the whole part of the park*, the constructions of the student's writing was miss suffix ***-ed*** they supposed to be *I **stayed** there for 6 days, We **enjoyed** the whole part of the park*, and lack of an auxiliary ***was*** it supposed to be *the favorite place*

for me when I was at Malang. Second error is misformation. Then, the sentence *it take 20 minutes*, classified as misformation error. The student failed to write the correct simple past verbs. It should be *it took 20 minutes*. Meanwhile, the last error constructions are containing misordering error. The student put incorrect arrangement. Instead of *it take 20 minutes from home my uncle's by car, it was a very nice holiday that I at Malang spent city*. The student should have write *it take 20 minutes from my uncle's home by car, it was a very nice holiday that I spent at Malang city*.

16) Student 16

There are three error types found in the student's writing. They are omission, misformation, and misordering errors. The first, the error constructions are classified as omission since the sentences miss a suffix -ed as in *we all gather at the school*, it is supposed to be *we all gathered at the school*. And miss an auxiliary verb *had been* as in *at the afternoon around 3 pm we already there*, it is supposed to be *at the afternoon around 3 pm we already had been there*. Another error that the student committed is misformation error. The student put incorrect an auxiliary and verbs for past tense. The sentences such *last holiday of my favorite things in Junior High School is camping, first before we go together, we go to the camping area, we build our own tent*. Instead of putting an auxiliary *is* and verbs *go, go*, and *build*, the student should have put *was, went, went* and *built*. The last error is misordering error. The student failed to put the suitable an auxiliary such in *usually the event at was first Saturday night*. It is supposed to be *usually the event was at first Saturday night*.

17) Student 17

The error constructions made by the student are classified as omission, misformation, and misordering error. The sentence, *but thanks my mother always care of me*, it is classified as omission due to the lack of verb **took**. It should be *but thanks my mother always took care of me*. Another error is misformation error. The student put incorrect to be and verbs for simple past tense. For example in using **am, have, take, give, and drink**. The student should have used **was, had, took, gave, and drunk**. The last error is misordering. Such in, *in the morning my mother will food prepared for me*. The student put incorrect verb **prepared** it should be *in the morning my mother will prepared food for me*.

18) Student 18

The error that the student committed is misformation error. The sentences, *last holiday I go to Perjaya dam, at the noon, we go to the foodcourt and eat some food, we also take a lot of pictures*, show that the student put incorrect verb forms. Due to it is supposed to be in simple past tense, so they should be *last holiday I went to Perjaya dam, at the noon, we went to the foodcourt and ate some food, we also took a lot of pictures*. The next error made by the student is omission error. Such in *we there at 7 o'clock by motorcycle. We arrive at waduk Perjaya at 8 o'clock*. They are classified as omission error. Since the student ommit verb **went** and sffix **-ed/d**. They are supposed to be *we went there at 7 o'clock by motorcycle. We arrived at waduk Perjaya at 8 o'clock*. The last

error made by student is misordering. The student put suitable an auxiliary for example, *the place **so was** beautifull*, it should be *the place **was so** beautifull*.

19) Student 19

The student made error constructions which are classified as omission, and misformation errors. Two error constructions contain omission error since they lack of suffix *-ed/d* as in *we **arrive** in the beach at 10.00 a.m.* and *I really **enjoy** the atmosphere in the beach*. They should be *we **arrived** in the beach at 10.00 a.m.* and *I really **enjoyed** the atmosphere in the beach*. Beside omission, the student committed some misformation errors as well. The student made errors in using verbs in past form. Instead of using ***go, leave, go, swimming, eat, are,*** and ***get***. It is supposed to use ***went, left, went, swam, ate, were,*** and ***got***. As in the sentences *I **go** there with my family, We **leave** for the beach, We **go** there by car, I **swimming** with my brothers and my sisters, we then took a bath and **eat** the roasted corn, It was a tiring day, but we **are** very happy, and because we **get** a lot of fun.*

20) Student 20

The most error that the student committed is misformation error. The sentences *I and my family **go** to klara Beach, we almost **get** lost, but finally we **get** there safely, we hardly **get** a room to stay, because it **is** long weekend, that we **can** enjoy the water, with my **sister I take** their picture*, show that the student put incorrect verb forms. Due to it is supposed to be in simple past tense, so they should be *I and my family **went** to Klara Beach, we almost **got** lost, but finally we **got** there safely, we hardly **got** a room to stay, because it **was** long*

*weekend, that we **could** enjoy the water, with my sister I **took** their picture.*

Another error committed by the student is omission error. The student committed omission error since the sentences miss the verb such as *my parents were playing white sand with my **sister I take** their picture, we were tired for playing a whole day, but **we very** happy.* They are should be *my parents were playing white sand with my **sister while I take** their picture, we were tired for playing a whole day, but **we were very** happy..* The last is misordering error. The student committed misordering error such in the sentence *I and my family go to Klara Beach to **our holiday spend** by our own car.* The student is supposed to write the correct order of the verb place. It is supposed to be *I and my family go to Klara Beach to spend **our holiday** by our own car.*

B. Data Interpretation

Based on the data analysis of the result of the research, it can be seen that the most common error is misformation error with 130 errors or 71%. The writer concludes that the use of past forms is main aspect that causes this type of error. The students did not pay attention of these aspects when they made the writings. Especially in irregular verbs, they did not know how to change it in the past forms. It happens because in irregular verb so many rules that they have not known. In addition, when they produced a sentence in simple past, they often generalize the past forms rules. They are still confused to differ between regular and irregular verbs. It means the teacher needs to pay more attention to this problem.

The second common error which is committed by the students is omission with 35 errors or 19%. The students committed this error because they omit a word or verb that should be present in correct constructions in Simple Past tense. They often omit the suffix –ed, whereas they need to put it due to they have to write in past forms. They did it because they were still confused how to write a correct sentence in Simple Past Tense. Therefore, the teacher should give more explanation about how to write a correct sentence in Simple Past Tense.

Another error which is committed is misordering error with 12 errors or 7%. The students committed this error because they are still influenced by their first language in writing a sentence in English, especially in narrative text. The writer interprets that the students have not understood how to write a good sentence in English. They have difficulties in arranging a good sentence since they have to write a subject, predicate, object, and adverb in the correct order.

The last error is addition error with 6 errors or 3%. The students made addition errors because they put the words that should not present in a correct sentence. The writer interprets that the students committed the error due to they did not pay attention of this aspect. They wrote because they did not realize that they should write Simple Past Tense. They are still confused to differ when they have to use Simple Past tense and when they have to use Simple Present Tense. That's why the teacher should give a clear distinction between them.

Regarding the classification of types of error, it is theoretically based on Dulay's surface strategy taxonomy classification. They are omission, addition, misformation, and misordering.⁵⁹

C. Data of The Scores of The Student

After interpreted the data analysis above, the writer presented data of scores by the student of MTs Guppi Pisang Baru Way Kanan, they are:

Table 9
The Result of students' writing narrative text

No	Student	Aspects/Criterias					Total	Note
		C	O	V	L	M		
		0-30	0-20	0-20	0-25	0-5		KKM= 65
1	Student 1	17	15	16	15	2	65	passed
2	Student 2	17	16	16	14	3	66	Passed
3	Student 3	15	15	14	15	3	62	Failed
4	Student 4	20	16	15	12	4	67	Passed
5	Student 5	22	15	14	13	3	67	Passed
6	Student 6	18	17	14	13	3	65	Passed
7	Student 7	19	16	16	13	4	68	Passed
8	Student 8	20	15	14	16	3	68	Passed
9	Student 9	21	16	14	17	4	72	Passed
10	Student 10	23	14	14	13	3	67	Passed
11	Student 11	22	13	15	13	3	66	Passed
12	Student 12	19	13	12	12	3	59	Failed
13	Student 13	20	16	14	13	3	66	Passed
14	Student 14	23	15	15	14	3	70	Passed
15	Student 15	24	16	15	14	4	73	Passed
16	Student 16	22	15	14	12	3	66	Passed
17	Student 17	23	15	15	13	3	69	Passed
18	Student 18	18	14	14	11	2	59	Failed

⁵⁹ Heidy Dullay, *language two* (NEW York : Oxford University press, Inc, 1981), p. 146-

19	Student 19	23	14	16	14	3	70	Passed
20	Student 20	21	15	14	13	3	66	Passed
	Total Score						1151	Passed
	Total Score						180	Failed

Table 10

Percentage of the students' scores

No.	Score	Explanation	Frequency	Percentage
1.	≥ 65	Passed	17	87 %
2.	≤ 64	Failed	3	13 %
Total			20	100%

After analyzing the students' score above, that could be concluded that 3 student are not passed in this test because they got score ≤ 65 . Meanwhile 17 students are past in this test because they got score ≥ 65 .

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the data analysis of the students' error made by the eighth graders of Mts GUPPI Pisang Baru Way Kanan in using simple past tense in their writing product. The writer concluded that the kind of error made by students in writing simple past tense in narrative text are omission, addition, misformation, and misordering.

Based on this research, the writer concluded that the most frequent error made by students in writing simple past tense in narrative text is misformation with 130 of total errors or 71%. The second is omission with 35 of total errors or 19%. The next is misordering with 12 of total errors or 7%. The last is addition with 6 of total errors or 3%.

B. Suggestion

After the writer carried out the research, the writer would like to give some suggestions related to this result of the research. Therefore, it can improve the teaching and learning activities in writing narrative text. Here are some suggestions that hopefully can be useful for students, teachers and the school:

1. The English teachers give more explanation about simple past tense because it is very important in writing narrative text. They have to teach

the students when the time to use it and the most important thing is the form of reflection of verbs in past form.

2. The English teacher should be able to make the students comfortable and enjoy in their learning.
3. The students have to pay attention to some aspects that are difficult to write narrative text, especially in the past form of regular and irregular verbs.
4. The students need to do more exercises in writing narrative text. In order they get used to write it well.
5. The school should provide books in the library that could flesh the students' knowledge, especially knowledge in English because it is very important to English students for having English books to increase students' English mastery, especially dictionary about simple past tense.

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$17+15+16+15+2=65$

Student 1

65

Instrument of Test

Direction:

- a. Write your name in your answer sheet!
- b. Please write the narrative text based on the topic below. Choose one of the the title that related to your story!
 - 1. Last Holiday
 - 2. Unforgettable holiday
- c. You may use your dictionary!

found error
misformation: 13
ommission: 1

Name : Akbarul IMan
Class : eight

Subject : Writing English

Camping

Last holiday my friends and I go to camping on the mountain. We going Gemuruh mountain, Waykunan. The spot is near from our village. It is about one hour to get there. We choose Gemuruh mountain because it's not far from our home. We prepare everything before go to Gemuruh. We bring the food from home, clothes, camera, guitar etc. We go there by motorcycles. We build the tent on camping area. The air is so fresh there. We took a bath on the waterfall. The waterfall called Curug Putri. After played at waterfall, we felt hungry then we cooked the food for lunch. The first night of our camping the air was so cold, we make fire, songs together and after that we sleep.

one the morning, we packed everything we bring and prepared to go home. We cleaned the camping area. We make a memory by take a photo together in front of a waterfall and then go back home happy.

misformation was
misformation was
misformation was
ommission prepared
misformation brought
misformation went
misformation built
misformation took
misformation made

misformation went
misformation was
misformation was
misformation made

$$17 + 16 + 16 + 14 + 3 = 66$$

Student 2

66

Instrument of Test

Error

ommission: 4
misformation: 5

Direction:

- Write your name in your answer sheet!
- Please write the narrative text based on the topic below. Choose one of the title that related to your story!
 - Last Holiday
 - Unforgettable holiday
- You may use your dictionary!

Name: Elmran putra
Class: 8

Subject: Writing English

My Favorite Holiday

Last holiday I go to my uncle's house in Sepuluh Banyaks, Lampung Center. I stay with Uncle Hirsan and Aunt Dian and their son Sandi. They live in a small house in the village. I like the house, and I like the area much because it is very friendly. My uncle and aunt are very nice.

On the morning, my uncle, sandi and I are visit field rice and river to fishing. We catch many fish almost 2 kilos. We are so happy to catch fish. After noon, the weather is hot all day long, so we rest at the shelter in the middle of field rice.

That is my unforgettable holiday in my uncle's house. It is very happy for me.

misformation
were

misformation
was

misformation
was

misformation
went

ommission
-e

misformation
was

ommission
visited

ommission
catches

ommission
catches

$$15 + 15 + 14 + 15 + 3 = 62$$

Student 3

62

Instrument of Test

Direction:

- Write your name in your answer sheet!
- Please write the narrative text based on the topic below. Choose one of the title that related to your story!
 - Last Holiday
 - Unforgettable holiday
- You may use your dictionary!

Error
misformation: 3
ommission: 1

Name : Ayu Schariyanti
Class : 8

Subject : Writing English

My Holiday at home
Last holiday ^{misformation} ^{was} ^{ommission} ^{stayed} is ^{misform} my worst holiday because I did not go anywhere. I just ^{ommission} ^{stayed} stay in my home. In the morning, I ^{misform} ^{woke} wake up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I ^{misformation} ^{took} take a sleep. In the evening, I watched television until I felt boring. My daily activity ^{misform} ^{were} were like that during the holiday. So, I ^{misformation} ^{was} was sure last holiday was my worst holiday.

$$22 + 15 + 14 + 13 + 3 = 67$$

Student's

67

Instrument of Test

Error

Omission: ~~1~~
Misformation: g

Direction:

- Write your name in your answer sheet!
- Please write the narrative text based on the topic below. Choose one of the the title that related to your story!
 - Last Holiday
 - Unforgettable holiday
- You may use your dictionary!

Name : Irmawati
Class : eight

Subject : Writing English

My Vacation with My beloved People

One day, My sister purny ~~say~~ ^{said} to me that really wanted to go to the beach. so I promised her that the next week we ~~will~~ ^{would} go to ~~Mulau~~ ^{Mulau} beach in Lampung.

The next week, we prepared in the morning. We ~~buy~~ ^{bought} some foods and drinks, such as chocolate wafers, potato chips, water and orange juice. We ~~going~~ ^{went} there together with our parents. We ~~went~~ ^{took} there by car. Its ~~take~~ ^{took} 6 hours to ~~arrive~~ ^{arrive} there. Then we ~~buy~~ ^{bought} tickets in the entrance gate. Before swimming, we ~~changed~~ ^{swam} our clothes first. We ~~swim~~ ^{swam} there for more than one hour. We felt so tired that we decided to eat the foods. Next, we ~~create~~ ^{created} a very big sand house, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry, so we stopped at a restaurant to have dinner. I ordered ~~suat~~ ^{suat} Lampungnese traditional food. After finished eating, we ~~pay~~ ^{paid} our bills. Then, we went home. We were tired but we ~~are~~ ^{were} happy.

Handwritten annotations:
- "said" with arrow pointing to "say"
- "misformation" with arrow pointing to "say"
- "would" with arrow pointing to "will"
- "misform" with arrow pointing to "will"
- "bought" with arrow pointing to "buy"
- "misform" with arrow pointing to "buy"
- "went" with arrow pointing to "going"
- "took" with arrow pointing to "went"
- "misform" with arrow pointing to "went"
- "bought" with arrow pointing to "buy"
- "misform" with arrow pointing to "buy"
- "swam" with arrow pointing to "swim"
- "misform" with arrow pointing to "swim"
- "created" with arrow pointing to "create"
- "omission" with arrow pointing to "create"
- "paid" with arrow pointing to "pay"
- "misform" with arrow pointing to "pay"
- "were" with arrow pointing to "are"
- "misform" with arrow pointing to "are"



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Nomor : B-0369/In.28.1/J/TL.00/1/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

24 Januari 2018

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : **Ali Haryadi**
NPM : **1175447**
Fakultas/Jurusan : **Tarbiyah dan Ilmu Keguruan/TBI**

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



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Kartu Konsultasi Bimbingan Skripsi Mahasiswa
Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro

Nama : Ali Haryadi Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
NPM : 1175447 Semester/TA : XII/2017

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday, 15.01.18	✓		Revise the cover.	
		✓		Revise The Abstract Add some key words.	
		✓		Revise Dedication page	
		✓		Revise Chapter V	
2.	16/1-2018	✓		acc formunazoryal	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 041

Dosen Pembimbing 1

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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Kartu Konsultasi Bimbingan Skripsi Mahasiswa
Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro

Nama : Ali Haryadi Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
NPM : 1175447 Semester/TA : XII/2017

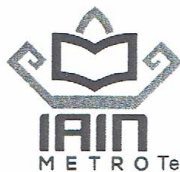
No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 05.01.18		✓	revise the references at 'shad wa book.	
			✓	make the tabalah of score,	
2.	Senin 8.01.18		✓	revise the all of references	
				the munggal.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 041

Dosen Pembimbing 2

Ahmad Subhan Roza, M.Pd
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-052/ln.28/S/OT.01/01/2018**

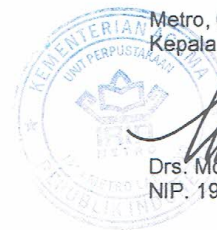
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ALI HARYADI
NPM : 1175447
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 1175447.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 08 Januari 2018
Kepala Perpustakaan,

[Handwritten Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Ali HARYADI

NPM : 1175447

Fakultas : TADRIS BAHASA Inggris (TBI)

Jurusan : TARRIYAH

Angkatan : 2011

Telah menyerahkan buku berjudul Understanding Language Teaching



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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SURAT TUGAS

Nomor: St.06/K.1/TL.00/2903/2016

Wakil Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro. Menugaskan Kepada Saudara:

Nama : **ALI HARYADI**
NPM : 1175447
Semester : 10 (Sepuluh)
Program Studi : Tadris Bahasa Inggris (S1) (PBI)

- Untuk :
1. Mengadakan observasi/survey di MTS YPP GUPPI PISANG BARU WAY KANAN, guna mengumpulkan data (bahan-bahan dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS' ERROR IN USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADERS OF MTS GUPPI PISANG BARU WAY KANAN IN THE ACADEMIC YEAR OF 2015/2016".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 3 Agustus 2016

Mengetahui,
Pejabat Setempat



Wakil Ketua I.

Husnul Fatarib, Ph.D
NIP 197401041999031004



**KEMENTERIAN AGAMA
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Nomor : Stt.06/K.1/TL.00/2904/2016
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MADRASAH MTS YPP
GUPPI PISANG BARU WAY
KANAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: Stt.13/K.1/TL.01/2903/2016, tanggal
3 Agustus 2016 atas nama saudara:

Nama : **ALI HARYADI**
NPM : 1175447
Semester : 10 (Sepuluh)
Program Studi : Tadris Bahasa Inggris (S1) (PBI)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut
di atas akan mengadakan research/survey di MTS YPP GUPPI PISANG
BARU WAY KANAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi
mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE
STUDENTS' ERROR IN USING SIMPLE PAST TENSE IN WRITING
NARRATIVE TEXT AT THE EIGHTH GRADERS OF MTS GUPPI PISANG
BARU WAY KANAN IN THE ACADEMIC YEAR OF 2015/2016".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 3 Agustus 2016
Ketua I.

Husnel Fatarib, Ph.D
197401041999031004



SILABUS PEMBELAJARAN

Sekolah : MTs Guppi Pisang Baru Way Kanan
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Menulis

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata Kata terkait tema dan jenis teks 4. Tanda baca, Spelling	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan sesuatu 3. Melengkapi teks fungsional pendek	Menulis teks fungsional pendek berbentuk : pengalaman pribadi/ holiday	Tes tulis Product	<i>Essay</i> Completion Penugasan	1. <i>Write sentences based on the situation given.</i> 2. <i>Complete the text using suitable word/words.</i> 3. <i>Write notices related to certain places</i> 4. <i>Write an advertisement promoting a certain product.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

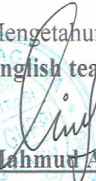
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ol style="list-style-type: none"> 1. Teks Essai <i>narrative / recount</i> 2. Ciri kebahasaan teks <i>narrative / recount</i> 3. Langkah retorika teks <i>narrative / recount</i> 4. Tatabahasa <ul style="list-style-type: none"> - Simple past - Past continuous 5. Kosakata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 6. Tandabaca, spelling 	<ol style="list-style-type: none"> 4. Menulis teks fungsional pendek 1. Review ciri kebahasaan teks <i>narrative/ recount</i> 2. Membuat kalimat sederhana terkait teks <i>narrative/ recount</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding 	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar	<p>Tes tertulis</p> <p>Uraian</p> <p>Proyek</p> <p>Penugasan</p>	<p>Uraian</p> <p>Penugasan</p>	<p><i>Write a short recount/narrative text based on:</i></p> <p><i>a. Your experience happend to you</i></p> <p><i>b. The story You have ever read</i></p> <p><i>c. Series of pictures given.</i></p> <p><i>Find 5 short texts of recount or narratives and expose them.</i></p>	8 x 40 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								


Y			
G R A M M A R	25 – 22	Excellent	Students are able to use grammar in arrange the sentences.
	21 – 18	Good	Students are really able to use grammar in arrange simple sentences.
	17 – 11	Fair	Students have many mistakes in arrange simple sentences grammatically.
	10 – 5	Poor	Students are not able to mastery grammar in using arrange sentences.
M E C H A N I C	5	Excellent	Students are really to mastery mechanical of words and punctuation
	4	Good	Students are able to mastery mechanical of words and punctuations
	3	Fair	Students are able to mastery mechanical of words and punctuations
	2	Poor	Students are not able to mastery and produce mechanical words and punctuations effectively.

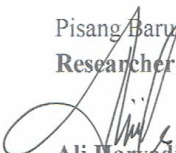
Keterangan :

Nilai maksimal 100

Nilai siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

Mengetahui
English teacher

Mahmud Ashari, S.Pd
NIP.



Pisang Baru, November 2015
Researcher

Ali Harvadi
NPM. 1175447

CURRICULUM VITAE



The name of the writer is Ali Haryadi. He was born in Pisang Baru, Way Kanan on June 3rd, 1990. Ethnically speaking, he comes from Sundanese family descent. He is the third child of Mr. Darta and Mrs. Maesaroh.

He took his elementary school at MI Guppi Pisang Baru, Bumi Agung, Way Kanan (1999-2004). Then, he continued to junior high school at MTs Guppi Pisang Baru, Bumi Agung, Way Kanan (2004-2006). Having graduated from junior high school, he took his study on MA Guppi Pisang Baru, Bumi Agung, Way Kanan and finished in 2009. Actually, in the 2011 he was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) Metro.