ERROR ANALYSIS IN THE STUDENTS WRITING
NARRATIVE PARAGRAPH AT MTsN
PAJAJARAN PAMULANG

A “Skripsi “
Presented to the Faculty of Tarbiyah and Teacher’s Training in a Partial
Fulfillment of the Requirements for the Degree of S.Pd.
In English Language Education.

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STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATUALLAH
JAKARTA
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ABSTRACT
HERLINAWATI, 2011, an Error Analysis on the Third Grade Students’ Narrative writing at MTsN Pajajaran Pamulang, Skripsi, English Department, the faculty of Tarbiyah and Teachers’ Training, UIN Syarif Hidayatuallah Jakarta. Adviser: Dr. M. Farkhan, M.pd

Key words: Error Analysis and Simple Past Tense

This study purposes to find out the most type of common errors made by the third grade students in making simple past tense in narrative writing at MTsN Pajajaran Pamulang. It includes the common errors in using simple past tense and is divided into two parts: regular verb and irregular verb. Based on that purpose, the writer intends to answer this question “what kinds of error made by the third grade in writing narration using simple past?” In doing this study, the writer uses descriptive analysis in form of qualitative.

The finding of the study is that (1) the most of the students make errors in irregular form, because almost all the students make the errors in this area, and (2) the second level of error is regular form but it is the lowest that the students make the errors.

Based on the finding previously, it can be suggested that (1) the teacher explain the irregular form clearly to the students and make sure that the students understood about it, (2) the teacher has to be creative in teaching writing, so it makes them interest to study more, and (3) the teacher ought to motivate her students to be more relax in learning English, tell them that English is easy to learn, and do not be afraid to make mistake, because it is a process to reach a success.

ABSTRAKSI
HERLINAWATI, 2011, an Error Analysis on the Third Grade Students’ Narrative Writing at MTsN Pajajaran Pamulang, Skripsi, English Department, the faculty of Tarbiyah and Teachers’ Training, UIN Syarif Hidayatullah Jakarta.
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Kata kunci: Error Analysis and Simple Past Tense


Penemuan yang didapatkan dalam skripsi ini meliputi (1) kebanyakan siswa melakukan kesalahan pada bentuk irregular, karena hampir seluruh siswa mengalami kesulitan, terutama perubahan kata kerja pertama menjadi kata kerja kedua (2) kesalahan kedua terjadi pada bentuk regular, namun lebih sedikit jika dibandingkan dengan sebelumnya.

Berdasarkan hasil penelitian tersebut, penulis memberi saran yaitu (1) guru seharusnya menjelaskan bentuk irregular secara jelas dan meyakinkan bahwa siswa benar-benar paham tentang materi tersebut. (2) Guru harus creative dalam mengajarkan writing. (3) Guru harus memberikan motivasi kepada siswanya sehingga mereka ter dorong terus untuk belajar bahasa inggris.
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In the name of Allah, the most gracious, the most merciful. All praise be to Allah, the lord of the universe who has been giving and blessing the writer until she could complete “Skripsi” with the title “error analysis in the students’ writing narrative paragraph assignment at MTsN Pajajaran pamulang”

This skripsi is presented to the Department of English Education Faculty of Tarbiyah and teacher’s training, State Islamic University, Syarif Hidayatuallah, jakarta as a partial fulfillment of the requirement for the degree of SPd.

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Jakarta, 2 February 2011

The writer
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CHAPTER I
INTRODUCTION

This chapter discusses about background of the study, limitation of study, statement of the problem, objective of the study and significance of the study.

A. Background of the Study

English is a language that is used by almost everyone in the world. 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 taught from secondary up to university level.

One of the purposes in teaching English itself is to develop Communicative Ability in its language that consists of listening, speaking, reading, and writing. In other words, learning English means learning the way to communicate by that language as a target language, either in speaking or writing expressions.

Since English is used as a foreign language in Indonesia, many efforts are needed in teaching and learning process, it’s not only from the teacher but also from the student side. There are four main skills, namely listening, speaking, reading, and writing.

Listening is one of the essential skills for students, and has not developed quickly. Nevertheless, listening is a long process to be achieved and the students must practice much, for instant, by listening to the radio or the cassette.

Speaking is an activity where people can communicate with other people, at least there are two persons who involve in this activities a speaker and listener.
They must response one and other. Speaking does not need much of time to give information, but to be a good speaker is hard, because it needs much practice.

Reading becomes important in language teaching, because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. There are many kinds of newspaper; magazine and most scientific books written in English. In other words, reading is regarded as an important skill for the students.

Writing is one of the four in language skills, which is taught in the school. In writing the students can express their feelings, idea, thoughts and their opinions. “Writing is about more than making our thoughts and ideas visible and concrete {Ghaith, 2002} However, writing in English is not easy and the students often find some difficulties while they are writing.”

Writing is different from learning other skills because writing is thinking process and need much time. Writing can help us to deepen understanding. It can help to make the sense of the information.

“The process of discovering and shaping meaning in writing is a process of learning ‘how to mean’ {halliday, 1975, in Christie, 1999, p. 68). For me as an EFL (English as a foreign language) learner, the process of learning ‘how to mean’ in English is more complex since the words can reflect a universe of values and the emotion that is quite different from the culture.”

Paragraph contains some expression of the main topic. The facts give about the main topic. The connection or reasons for these facts are being presented in the paragraph.

The first step in organizing your paragraph is to know what your main topic is. Know it clearly. What is the purpose of this paragraph? What do you want to say in one statement? The second step in organizing paragraph is to know what facts will be the best prove or illustrate main topic. The relationship between your main topic and the facts you plan to use. Which facts are the strongest? Which facts need further explanation? What would be the most effective and clearest order of facts?

Each paragraph you write should contribute directly to the main idea of your composition. Otherwise, it is irrelevant and, no matter how beautiful, informative or otherwise rewarding in itself, should be discarded ruthlessly.

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1 Galuh nur rahman, Facing the Complexities of Writing, (UIN Malang press, 2008) p.2
2 Rahman, Facing the Complexities, p.2
3 Irwin, Homewood, career writing, (custom publishng services, inc, mechanical preparation.) p.75
Each paragraph should both unify and complete, it should contain only one topic and that idea should be adequately developed this main idea is usually expressed in topic sentence, although it may be implied instead of directly stated. You will find that writers usually make either the first or the last sentence of the topic sentence. But it may occur anywhere within the paragraph. Every additional sentence in the paragraph should relate directly to that topic sentence. There should be enough such sentences to substantiate, clarify, explain, analyze, illustrate, exemplify, or in some other way support your topic idea, to make it interesting to the reader, and to say all he needs to know.

Narrative is telling of some true or factious event or connected sequence of events. That’s recounted by a narrator a narrate (although there are may be more than one of each). Narratives are distinguished from descriptions of qualities, states, or situations, and also from dramatic enactment of events. A narrative will consist of a set of event recounted in a process of narration, in which the events are selected and arranged in a particular order.

“The narrative must be heavy on the historical and light on the fictional; otherwise, the purpose of the assignment would be compromised”.

Simple past tense is used in narrative writing, because the narration is writing about a succession of event in the past. The Narrative writing is usually found in novels, short stories, fairly tales, fables etc.

Almost all the students in every level of education whether they are the senior one or even the university students will find that writing is not an easy process. English is different from Indonesia in its structure, phonology, and lexical meaning. So learning English is different from learning Indonesian. That is why, the students who learn English may produce many error in their writing such as tense. Some students confuse in using tense in their writing. For example,’ where do you go yesterday? It should be “where did you go...
yesterday? “or the use of pronoun, for example” “we family went to the beach” instead of “our family went to the beach.” Their mistakes because they did not understand the grammar well.

In fact, even college students still feel difficult in writing English grammatically. Even though they have studied English for many years and have mastered the grammar, they still make many errors when they write. It means grammatical knowledge is needed for writing. Like simple past tense.

“The simple past tense is used to report a state or activity which can be ascribed to a definite past time.”

Writing itself can be mastered only through learning activities and exercises, because it is unnatural skill and needs serious attempt to acquire it. To be able to write people must learn from kinds of alphabets until how to arrange words become sentences and sentence become a good paragraph based on what they have been stated before, in fact, although some students have learned grammar completely such as the example above in using tenses, 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. Many students commonly make mistakes in their learning. But, many teachers did not aware about this problem and prevent students from making the same errors by analyzing the learners’ error itself.

Therefore, an error analyses 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. Thus, the students will not do the same error or make same errors repeatedly. Those are the reasons why the writer is interested in analyzing students’ writing. In this case, the writer wants to find out the grammatical error that’s made by the third grade of junior high school in their composition writing. Because, learning English in the junior high school is not just for the introduction anymore {as a local contents} as they learn in the elementary school. And, by knowing the students’ errors which are

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

Based on the reason above, the writer is interested in analyzing the error in writing focused on simple past tense, this Skripsi Titled “Error Analysis in The Students” Writing Narrative Paragraph Assignment ‘ at MTsN Pajajaran Pamulang”. This Study Is conducted in third Grade Students of MTsN Pajajaran Pamulang.

B. The Limitation of The Problem

1. The Limitation of the Study

In this “skripsi”, the writer limits the study in analyzing errors that’s made by students’ the narrative writing focused on simple past. And the writer used the error analyses based on surface taxonomy: omission, addition, misinformation and disordering. This study is focused on the first grade of junior high school.

2. The Formulation Of The Study

To make this research more focused, the writer would like to formulate the research question as follows:

a. What kind of error do the students make in writing simple past narrative?

b. What’s the most error factor do the students make in writing simple past narrative?

C. Objective of The Study

The Objective of This Study is to find the typical Errors In the students’ narrative writing by using simple past tense. Therefore, the writer would like to know the difficulties of the students’ narrative writing.
CHAPTER 11
THEORETICAL FRAMEWORK

This chapter explains about (A) writing that is divided into three, they are: (1) the definition of writing, (2) the types of writing, (3) the purpose of writing. (B) error analysis divided into three, they are: (1) the definition of error, (2) the cause of error, (3) types of error, (4) the goal of error analysis, (error analysis in writing). (C) simple past tenses divided into four, they are: (1) the definition of simple past tenses, (2) the form of simple past tense, the difficult in simple past tense.

a. Writing

1. The Definition of Writing

Writing is one skill of language, like an athletic skill which comes more naturally to some people. Practice is necessity. Writing is important to express the idea without sound. However, the students can illustrate desire by writing. In writing, people learn the way to communicate with the other people when the people are not around.

There are many different definitions about writing that are given by experts of many resources. According to Barnet and Stubbs’s “writing as

Physical acts, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice”, ⁸ On the other side, rise B. Axel rod and Charles R. cooper said “writing is

⁸ Barnet and Stubbs’s practical guide to writing, ( Boston : Brown Company, 4th edition 1983) , p.3
a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.\(^9\) Students are expected to convey their ideas, feelings, desire and knowledge by writing. Sometimes the teacher feels difficult to ask the students to write. In fact, writing is more complicated because writing needs many aspects not only grammatical and vocabulary but more than that.

Charles w. bridges and Ronald f. Lunsford said, “Writing is the stage in which the writer produces a rough draft of the paper”.\(^10\)

The important thing of writing for the students is to express their feelings and produce their own language on the paper. To be a good writer, the students practice and try to write and to increase their capability. Writing is more complicated than other.

On the other James c. Raymond divided the definition of writing into four categories, they are: \(^11\) Writing is a way of thinking: writing is more than a medium of communication. It is a way of remembering and a way of thinking as well; writing makes words permanent, and thus expands the collective memory of human beings from the relatively small Store that we can remember and pass on orally to the infinite capacity of a modern library.

a. Writing is an unnatural from of speech: speech is natural. All people can talk even if they have no way of recording their language. Writing, however, is an invention as artificial as the radio and tape recorder. Writing does not come naturally.
b. Writing is not “engfish “: some students and many experienced writers make writing more unnatural than it should be. They abandon the clarity

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of the spoken word altogether and invent a totally new language that scarcely anybody can read with ease.

c. Writing is hard work: writing is not easy. Writers need tools. In addition to the obvious tools-paper, pencils, pens, a dictionary, perhaps a typewriter—there are two others that most good writers find indispensable: scissors and scotch tape. As you will soon find out, writing is a process of molding information into a shape that makes sense?

2. Types Of Writing

In general, a kind of writing is as follows: 12

Writing is commonly divided into four principal classes: exposition, description, narration, and argumentation. In most writing, however, the different forms shade so smoothly one into another that the reader is seldom aware which form dominates. A writer’s purpose is the main determiner of the forms he uses. 13

There are the writing serves to explain and inform

a. Descriptive writing, writing that serves to show and describe.

b. Narrative writing , tells a story

c. Persuasive writing, arguing for or against an issue.

d. Creative writing, interestingly, creative writing paragraph is a vague term, but it includes (while isn’t limited to) fiction (across the genres), poetry, drama, screenwriting autobiographies and more.

And also writing divided into three, they are:

a. Description paragraph

Description is to describe a particular person, thing, and place. In description paragraph, a writer appeals to a reader’s imagination and perceptive senses. He wishes his reader to see, hear, taste, smell, and feels as he presents a vivid word picture of the subject. He may be describing a sunset, a sinking ship, an individual,

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12 http://allkindsofwriting.blogspot.com/ 2006/ 04/ kinds- of- writing.html

or a dying elephant. Whatever the subject, a writer’s purpose in description is the same: to appeal to the imagination, the emotions, and the sense.  

Description of paragraph has its own rules, different from those for narration. The Narration has a natural continuity that can be followed step by step: description lacks this convenience. The objects in the room around for example, exist all at the same time. The students those object, they have to choose a sequence for arranging them. Things will not line up for description the way events arrange themselves in time. Unless you choose a suitable sequence for the various parts of a descriptive passage, readers will not be able to imagine the scenes clearly as you would like them to.

b. Narration  paragraph

Narration is a basic writing strategy for presenting an action. Narrative is telling story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in

Difference ways, novel; fairly tales, short stories and myths are narratives because they are concerned with talking about the event.  

Narrative paragraphs are the easiest of all to organize; in fact, they tend to organize themselves. “The Narratives stories and processes are sequential, that’s organized by time, one event in the story, one step in the process happening after the other”  The writer of narration tells a story he writes about an incident or a series of incidents in which action dominates. “In argumentation, a writer attempts to persuade his reader to accept his opinions or his view concerning some controversial subject”.

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14 p. Joseph canavan paragraph……………………. p.1
15 James c. Raymond, writing is…………………….p.126
16 Rise B. axel rod and Charles R. chopper, the sty. martin’s guide……………..p.386
17 James c. Raymond , writing is …………………p.122
11. Joseph canavan, paragraph and short theme……………p.1
c. Exposition Paragraph

Exposition is usually the essay's foundation. The essayist will narrate and describe, and by contrasting passage of exposition argue\textsuperscript{19}, exposition is often used to explain how something works, how to do some thing\textsuperscript{20}

On the other hand T Hedge divided the types of writing into six categories, namely \textsuperscript{21}

1. Study writing is also for oneself and may never be shown to others.
2. Public writing is writing as member of the general public to organizations or institutions, so that there are certain conventions to keep to in the writing.
3. Creative writing can include poems, stories, rhymes, drama all types of writing which again are mainly for one but which may be shared with others.
4. Social writing is a category which includes all the writing that establishes and maintains social relationships with family and friend that is personal letters and invitations.
5. Instructional writing relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other fields.

From the explanation above, the writer concluded that there are many type of writing, the students could make. Moreover, the students are able to improve their vocabularies, if they do not know the meaning of the word, can consult the English dictionary.

3. The Purpose of Writing

According to penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important writing aspect “\textsuperscript{22} While according to Betty

\textsuperscript{22} Penny Ur, \textit{A Course in language Teaching : practice and theory}, ( London : Cambridge university press, 1996) ,p. 163
matrix distich “the general purpose of writing may be primary to inform. To persuade, to express, or to entertain. The specific purpose involves responding to a certain need for writing.” 23

B. Error

1. Definition of error and error analysis

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, because English is the second language them.

There are many definition of error. According to s. p. Corder said “error is both an ancient activity and at the same time a comparatively new one”24. Jeremy harmer stated, “The errors are part of the learner Interlingua that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he / she aims toward full mastery.”25

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, H Douglas 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.”26

From the definition above the writer concluded that people make mistakes both native and second language. The mistake is not result of a deficiency in

23 Betty matrix Diesch, reasoning and writing well, ( Ohio : MC Grew-hill, 2003) p. 10
25 Jeremy harmer, the practice of language and teaching, (New York, pearson education limited 2001), third edition. P.34
competence but the result of some sort of annoying in the process of producing speech. In addition, error is deviation from the student grammar, reflecting to the competence of the student.

According to Brown “the fact that learners do make errors and that errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis”.

According to Brown, error analysis stands for two major purposes, they are:

a. provides data from which interference about the nature of language learning process can be made, 

b. indicated to teacher and curriculum developers, which part of the target language students have the most difficulty producing correctly and which error types detract most from learners ability to communicate effectively.

An error analysis is also important to describe what kinds of error that the students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing. Because every students will not make the same errors when they study. As the teacher must be able to analysis the errors, because from that, the teacher able to correct the method while she is teaching.

2. Cause of error

Peter Hubbard mentions that cause of error are mother tongue interference, overgeneralization and errors encouraged by teaching material and method.

a. mother tongue interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a “foreign” pronunciation, faulty grammatical patterns and occasionally, to the wrong choice of vocabulary.

b. overgeneralization

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27 Brown, principle of language …..p. 171
28 Brown, principle of language …..p. 215
Errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production, based the evidence.

c. encouraged by teaching material or method

The Errors will be appear in teaching process it self that it has any positive contribution to make the learning of any skill. The Error is evidence of failure, ineffective of teaching or lack of control. If material is well chosen, graded and teaching presented with meticulous care. There should never by any error. It is too easy to accept this in early stages of language learning when the controls are applied in the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but it’s more difficult at later the next. However, it might be salutary for us to bear in mind the possibility of some of our students’ error being due to our own teaching. Unfortunately, these errors are more difficult to classify.29

According to rod Ellis the sources of error are:30

a. omission
   For example, they leave out the article a and the and leave the –s off plural nouns.
b. overgeneralization
   The example, the use of eated in place of ate.

c. transfer
   Transfer is reflecting learners’ attempt to make use of knowledge

From the cause of error above, in fact writing is more difficult, because it’s not only vocabulary and grammatical patterns but also the capability to express the students desire on the paper and able use their own language. In addition, the students should do more practices and needs to read a lot of book using English writing to become good writer.

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30 Rod Ellis, second language acquisition, (Oxford University press, 1997), p. 19
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, Heidy Dulay said that there are four types of error. 31

a. error based on linguistic category taxonomy

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

Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements 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

Surface, strategy taxonomy highlight the ways surface a surface a structure are altered: students may omit necessary items ( omission ) or add unnecessary ones ( addition ) they may misinformation items ( selection ) 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: mar wan headmaster new school

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: he doesn’t know my name

3. Misinformation

Misinformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors them is not supplied at all, in misinformation errors the student supplies something, although it is incorrect.

There are three types of misinformation namely

a. regularization errors

It is that all under the misinformation category are those in which a regular marker is used in place of an irregular one. For example: runner for run or goose for geese

b. archi forms

The selection of one number of a class of forms to represents others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the students an archi- form. For example a learner may select one member of the class of personal pronoun to function for several others in the class, me hungry, give me that!

c. alternating forms

As the student's vocabulary and grammar grow, the use of archi forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: those dogs

4. misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. For example: I don’t know what that is
error based on comparative taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain others types of constructions.

development error

These errors are similar to errors made by students learning the target languages as their first language. For example: santi go to school.

interlingua errors

Interlingua errors are similar in structure to a semantically equivalent phrase or sentence in students’ native. For example: he has a book green.

ambiguous errors

These errors reflect the students native using their native language is called ambiguous error. For example: santi no go to school.

other errors

other errors are the errors made by the students native using their native language structure on their second language developmental form, such as” she do hungry “, where “do” as verb for presents tense must add” s/es” for subject “she”

C Simple Past Tense

Simple past tense consists of three words: simple, past and tense which each words has its own meaning. The writer would like to explain them one by one
according to Oxford Advanced Learner’s Dictionary current English, simple is unmixed: not divided into parts or easily done or understood.\textsuperscript{32} Past is gone by in time\textsuperscript{33} and tense is verb from that show time\textsuperscript{34}

1. Definition of simple past tense

Some grammarian defines the simple past tense, so there is several definition of it. Betty Schramfer Azar said “the simple past tense indicates that an activity or situation began and ended at particular time in the past.”\textsuperscript{35} And according to S Horby “to indicate activities or states in past, without indicate activities or states in the past, without indicating any connection with the present, the simple past tense may be used. If the

Situation or context is clear; each one of a succession of activities may be indicated by the use of the simple past tense.\textsuperscript{36} Betty Schramfer Azar stated in Fundamental 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).”\textsuperscript{37}

Example:

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

According A.J. Thomson and A.V. Martinet said.” The simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated.\textsuperscript{38}

As the same as George E. Wishon and Julia M. Burks idea that.” if the time is mentioned or implied, the past tense is usually used”.\textsuperscript{39}

\begin{thebibliography}{99}
\bibitem{33}A S Hornby, \textit{Oxford Advanced Learner’s Dictionary} ..........................p.623
\bibitem{34}A S Hornby, \textit{Oxford Advanced Learner’s Dictionary} ..........................p.908
\bibitem{36}A S Hornby, \textit{guide} ........................................... p. 85
\end{thebibliography}
Based on the definition above, the writer makes 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 tense

In English, a main or lexical verb is any word that can be conjugated, i.e., 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.

Regular verbs have predictable past tense form; ie-d or -ed is added to the end of the base form.40

- Yesterday I worked hard
- He finished the job an hour ago
- She washed the clothes last week

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

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>bite</td>
<td>bit</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
</tbody>
</table>

Based on Randolph Quirk and Sidney Greenbaum, they said “the past V –ed and the-ed participle (V –ed2) of regular verbs (spelled-ed unless the base ends in e) have three spoken realizations:41

- /id/ after bases ending in/d/and/t/, e.g.
  
  * Pad-padded
  * pat-patted

- /d/ after bases ending in voiced sounds other than/d/, eg

---

40 Kam Chuan Aik and Kam Kai Hui, Longman dictionary of grammar and usage, (Singapore, Addison Wesley Longman, 1999), p.297
**Mow-mowed**  **budge- bugged**

- /t/ after bases ending in voiceless sounds other than /t/, eg

**Pass- passed**  **pack-packed**

(The abbreviation V-ed will be used where V-ed 1 has the same form as V-ed2)

Irregular verbs typically but not necessary have variation in their base vowel:

**Find-found-found**  **write –wrote-written**

A. J Thomson and A.V Martinet said, “the simple past tense in regular verbs is formed by adding ed to the infinitive.….., verbs ending in e add d only negative of regular verbs is formed with ….., the did not ( didn’t } and the infinitive.….., the interrogative of regular verbs is formed with did + subject infinitive. Verbs other than to be

<table>
<thead>
<tr>
<th>Verb ending in……</th>
<th>How to make the simple past</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randolph quirk and Sidney greenbaum, <em>a university grammar</em> ………………, p.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Add-D</td>
<td>Live-lived Date- dated</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Consonant + y</td>
<td>Change y to I, then Add -ED</td>
<td>Try- tried Cry- cried</td>
</tr>
<tr>
<td>One vowel + one Consonant ( but not w or y )</td>
<td>Double the consonant, The add -ED</td>
<td>Tab- tapped committed</td>
</tr>
<tr>
<td>Anything else</td>
<td>Add- ED</td>
<td>Boil- boiled Fill- filled Hand – handed</td>
</tr>
</tbody>
</table>

3. Some difficult 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. Because of that, the writer divided the difficult of simple past into two parts. There are difficult in the form and difficult in the usage.

   a. difficult in the form

According to Scott Thornbury. “Typically, learners go through four, possibly five, stages in their acquisition of these forms: 45

1. they use the one form for both present and past eat ( or eating)
2. they start to produce correct past forms ate

---

3. they attach the regular past ending to the verb *eated*
4. they may even produce a mixture of regular and irregular *ated*
5. they consistently produce the correct form *ate*

In other words learners may go through a phase of producing correct forms (stage 2), and then seem to regress – a case of two steps forward and one step back, or what is known as a u-shaped learning curve. What seems to be happening is that learners pick up the correct form (ate) simply through having been exposed to it, learning it as a word in its own right, not as the past tense of something else. Then they start to notice that many past tense verbs have-*ed* on end. They over generalize this rule and apply it o irregular verbs hence *eated* and *ated* (stages 3 and 4)

John east wood stated “we do not use a past form such as stopped or rang in negatives and question. Not (the car didn’t stopped) and not (did you rang?)\(^{46}\)

Mark s. Letourneau said about suffix –(e)d. a word that can be inflected for past tense with- (e) d is a main verb: for example, *appear-ed* is a verb, but *appearance –d* is not inflect for past tense by suffixation are called **irregular verbs**\(^{47}\)

Randolph quirk and Sidney green Baum have opinion that:

- Irregular verbs typically , but not necessary, have variation in their base vowel:
  
  *Find-found-found* 
  *write -wrote –written*

- Irregular verbs have a varying number of distinct forms. Since the –s and –*ing* forms are predictable for regular and irregular verbs a like, the only forms that need be listed for irregular verbs are the base (v), the past (v-ed1), and the past participle (v –ed2). Most irregular verbs have, like regular verbs


\(^{47}\) Mark s. le Tourneau, *English grammar*, (Orlando : Harcourt College publishers, 2002), p. 36
only one common form for the past and the- ed participle, but there is considerable variation in this respect, as the table shows:

<table>
<thead>
<tr>
<th></th>
<th>base</th>
<th>v-ed 1</th>
<th>v-ed2</th>
</tr>
</thead>
<tbody>
<tr>
<td>All alike</td>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>v-ed1 = v-ed2</td>
<td>Meet</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>v=v-ed2</td>
<td>Come</td>
<td>Came</td>
<td>Come</td>
</tr>
<tr>
<td>all different</td>
<td>speak</td>
<td>spoke</td>
<td>spoke</td>
</tr>
</tbody>
</table>

From several opinions above, the writer get conclusion, that most of students, they confused about simple past tense, especially in the use of irregular, because irregular verbs are different from regular in forming. The students have to know the form of simple pas tense and must be learned and memorized the irregular forms.

b. difficult in the usage

This is more a question of vocabulary than of grammar. 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 ending and past tense ending and past participle endings is always the same: ed. For irregular verbs, the past tense ending and the past participle ending is variable

**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 Indonesia language. Therefore, they must be able to distinguish every tense in English.

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48 Randolph quirk and Sidney greenbaum,…..p.31
Huns p. Guth said in concise English handbook that “the past tense, which indicates that an action took place in the past and came to an end in the past. To form this “simple “past, regular verbs add ed or d to the plain form.”

The simple past tense is used formed with the past form of the verbs which may be either regularized, by adding -ed to the infinite form (incidentally, most verbs are regular) or irregular which must be learned and memorized in each case.

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50 Huns p. guth, concise English handbook, (California : wadsworth publishing company, inc, 1965), p.27
CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

This part explains about the purpose of research, place and time of research, method of research, instrument of research, respondent and technique of data analysis.

1. Purpose of Research

The research aim is to know the common errors in narrative writing using simple past tense made by the first students of MTsN Pajajaran Pamulang.

2. Place and Time of Research

The research was held at MTsN Pamulang Jl. Pajajaran no. 31 Serpong on November 2, 2010.

3. Method of Research

The writer uses the descriptive qualitative method and uses the procedures of error analysis itself. The research tries to describe the errors that made by the students when they write a subject. The writer tries to calculate the errors and make the reconstructions.

4. Instrument of Research

To collect the data of this research, the writer gives a test to the third year students of MTsN Pajajaran Pamulang. The writer asked the students to write English narrative writing using simple past tense in a piece of paper. The
students are asked to make narrative writing and the topic has been held by the writer. Then, the student’s assignment is collected. From this, the writer knows the common error made by students in narrative writing focused on simple past tense.

5. **Respondent**

The respondent is the third year students of MTsN Pajajaran Pamulang Tangerang. In this research, the writer took one class from twelve classes as the sample. The class is 3 (third) A of MTsN Pajajaran Pamulang. The number of students 3 (third) A is 28 students.

6. **Technique of data analysis**

The data are qualitatively analyzed using the grammar of English. Besides, they are also analyzed using the percentage formula as follows:

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

Notes: p: percentage
F: frequency
N: number of sample

**B. Research Findings**

1. **Data description**

To know the result of the test, the writer made the table of student errors that are taken from the data analysis. From the calculation of the data, the errors of misinformation area are the most frequent errors in which the third grade students at MTsN Pajajaran Pamulang committed with 144 error in regular verb. Moreover, it is followed by errors of misinformation with 38 errors, addition with 20 errors, omission with 43 errors and Misordering with 43 errors. Then, errors irregular verb. Followed by errors in addition are 5 errors, omission with 20 errors, .15 errors by misordering and 63 errors in misinformation.
The analysis below can be seen on the table of recapitulation of the students’ error in narrative writing focused on simple past tense using regular verb.

**Table 3.1**

The Students’ Error in Narrative Writing Focused on Simple Past Tense Using Regular Verb

<table>
<thead>
<tr>
<th>Error Classification</th>
<th>Addition</th>
<th>Omission</th>
<th>Misinformation</th>
<th>Misordering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suci aida fitri</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nur wulan dwi</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Kartika sari</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Arif budiman</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Rafid muflih</td>
<td>3</td>
<td>-</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Nur wasiah</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Taufik abi rahman</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Eha mustika sari</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Meike indriani</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fairani melda yohana</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Eriana</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Rindi aryani</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Nurmita wasanda</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Dian ambar riani</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Dwi susanti</td>
<td>1</td>
<td>-</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Alfiani</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Rizki fauzan</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tomi melodio adikusuma</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Hafiza reza k</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student</td>
<td>Addition</td>
<td>Omission</td>
<td>Misinformation</td>
<td>Misordering</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Pahrul rozi</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Shifa fauziyah</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Putrid rizki</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Mawar suryani</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Alisya putrid audina</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ilyas fadillah</td>
<td>-</td>
<td>4</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Yulyanti</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Achmad fauzi</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fauzan santoso</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>43</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>144</td>
</tr>
</tbody>
</table>

**Percentage of Student’s Error on Simple Past Tense Using Regular Verb**

a. Addition : \( \frac{20}{144} \times 100\% = 13.88\% \)

b. Omission : \( \frac{43}{144} \times 100\% = 29.86\% \)

c. Misinformation : \( \frac{38}{144} \times 100\% = 26.38\% \)

d. Misordering : \( \frac{43}{144} \times 100\% = 29.86\% \)

**Table 3.2**

**The Students’ Error in Narrative Writing Focused on Simple Past Tense Using Irregular verb Error Classification**

<table>
<thead>
<tr>
<th>Sample</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

144
<table>
<thead>
<tr>
<th></th>
<th>Addition</th>
<th>Omission</th>
<th>Misinformation</th>
<th>Misordering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suci aida fitri</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Nur wulan dwi A</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Kartika sari</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Arif budiman</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Ralfid muflih</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Nur wasiah</td>
<td>-</td>
<td>-</td>
<td>1</td>
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<tr>
<td>Taufik abi rahman</td>
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<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Eha mustika sari</td>
<td>-</td>
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<td>4</td>
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</tr>
<tr>
<td>Meike indrini</td>
<td>-</td>
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<td>Fairani melda yohana</td>
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<td>Eriana</td>
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<tr>
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<tr>
<td>Nurmita wasanda</td>
<td>-</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>Dian anbar riani</td>
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<tr>
<td>Tomi melodio adikusuma</td>
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<td>Shifa fauziyah</td>
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<td>Putrid rizki</td>
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<td>Yulyanti</td>
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<tr>
<td>Achmad fauzi</td>
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<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Fauzan santoso</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>20</strong></td>
<td><strong>63</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Student’s Error on Simple Past Tense Using Irregular Verb:
a. Addition : $\frac{5}{103} \times 100\% = 4.85\%$

b. Omission : $\frac{20}{103} \times 100\% = 19.41\%$

c. Misinformation : $\frac{63}{103} \times 100\% = 61.16\%$

d. Misordering : $\frac{15}{103} \times 100\% = 14.56\%$

Based on the table of students’ errors in writing, it can be stated that:

1. Total errors of addition using regular verb are on percentage 13.88%
2. Total errors of omission using regular verb are on percentage 29.86%
3. Total errors of misinformation using regular verb are on percentage 26.38%
4. Total errors of misordering using regular verb are on percentage 29.86%
5. Total errors of addition using irregular verb are on percentage 4.85%
6. Total errors of omission using irregular verb are on percentage 19.41%
7. Total errors of misinformation using irregular verb are on percentage 61.16%
8. Total errors of misordering using irregular verb are on percentage 14.56%

**Students Error in Simple Past Tense**

**Table 3.3**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Regular</th>
<th>Irregular</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Achmad fauzi</td>
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<td>2</td>
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<tr>
<td>Fauzan santoso</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>103</strong></td>
<td><strong>247</strong></td>
</tr>
</tbody>
</table>

Table 3.4
Percentage of Students’ Narrative Writing Focused on Simple Past Tense

<table>
<thead>
<tr>
<th>no</th>
<th>Form of simple past tense</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular verb</td>
<td>58.30%</td>
</tr>
<tr>
<td>2</td>
<td>Irregular verb</td>
<td>41.70%</td>
</tr>
<tr>
<td></td>
<td><strong>total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
a. Regular Verb : $144 \times 100\% = 58.30\%$

247

b. Irregular Verb : $103 \times 100\% = 41.70\%$

247

2. Analysis of data

On preceding explanation, the data are taken from students answer sheet. Then, the writer classifies the students’ errors in narrative writing on simple past tense using regular verb and irregular verb, because simple past tense is used in narrative writing. The writer only focuses on:

a. Omission
b. Addition
c. Misinformation
d. Misordering

3. Interpretation of data

After classifying the errors of students’ narrative writing focused on simple past tense and explaining the frequency of errors in simple past tense, the following describe Table on the high frequency of errors.

Table 3. 5

The sequence of errors in narrative writing focused on simple past tense based on its high frequency of error

<table>
<thead>
<tr>
<th>no</th>
<th>Form of simple past tense</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Irregular verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular verb</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>

The table above shows that the highest frequency of errors was made by first grade students at MTsN Pajajaran Pamulang, the highest of errors in narrative writing focused on simple past tense is irregular verb 41, 70% and the lower is regular verb 58, 30%.
CHAPTER IV
CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestion to complete this skripsi.

A. Conclusion

Based on the analysis and the description of data in the previous chapter, it can be concluded that after analyzing through the research the writer got the data about students' error, which are commonly made in narrative writing using simple past tense. Their errors are misinformation, addition, omission and misordering.

The data described that frequency of errors in the average from students' answer sheets, the errors in misinformation is the highest frequency. From 28 Students more than half of them made the errors in this area of narrative writing using simple past tense and the lowest frequency from the students' answer sheet is misordering.

B. Suggestion

Based on the research, it is suggested to the teacher s to teach their students about narrative writing. (1) the teacher explain the irregular from clearly to the students and make sure that the students understood about it (2) the teacher has to be creative in teaching writing, so it makes them interest to study more (3) the teacher ought to motivate her students to be more relax in learning English, tell them that English is easy to learn, and do not be afraid to make mistake, because it is a process to reach a success.
tell them that english is cay to learn, and do be afraid to make misyake because it is a process to reach a success.
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