

**AN ANALYSIS ON STUDENT'S ERRORS IN WRITING NARRATIVE  
TEXT AT SECOND GRADE OF SMAN 1 SENORI  
ACADEMIC YEAR 2018/2019**

**SKRIPSI**

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IKIP PGRI BOJONEGORO**

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**LEGITIMATION**

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter consist of background of study, statement of problem, objectives of the study, significance of the study, limitations of the study and definitions of key terms.

#### **A. Background of the Study**

English as a international language and as a foreign language in Indonesia become important thing to learn. Many people speak english In the daily life. In Indonesia, English to be obligation lesson that must be taught from elementary to senior high school. There are 4 skills that must be mastered by students. There are 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 as speaker and listener. They must response each 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.

According to Graham & Perin (2007) Writing is an important skill for all learners. It allows for communication with others across time and space . Writing can be used to explain, persuade, or convey experience, or as a form of self-expression. In an academic setting, writing is utilized as a record of what one knows or thinks about a particular topic. Learning to write is a remarkable achievement as writing utilizes multiple cognitive resources as the writer generates ideas, organizes them, executes the physical acts of writing, and makes revisions (Kulikowich, Mason, & Brown, 2008).

Hyland (2002) defines that good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. When students learn how to write they can put their thoughts down in a journal, write a letter to a friend, and create a story that comes from their imagination.

Writing is one of the four skills of language which is very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. Writing means a process of communication that conveys ideas and opinion in written form done by the student (Purba: 2018).

Writing is different from learning other skills because writing is thinking process and need much time. Many students face some difficulties in writing English text because English structure different with structure in Bahasa. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. Writing can help us to deepen understanding. It can help to make the sense of the information. In the practice students often made errors when writing English text. Furthermore, knowing about the kinds of errors made by the students not enough to help the students with their problems of writing. Since errors can be caused by many factors.

According to Norrish (1983) classifies causes of error into three types which are:

- (a) Carelessness, the lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- (b) First language interference with the habit formation of target language. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.
- (c) Translation of idiomatic expression in to the target language word by word. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

In the first year of senior high school, the basic competence that should be achieved in the writing English subject is having to develop and produce

written simple functional text in the recount, narrative, news item, procedures and descriptive text. The students at the first grade in senior high school have to be able to write various types of text genres, especially narrative.

According to Hyland (2007) narrative text is to entertain, create, stimulate, motivate, give and teach. Narrative text deals with problematic events which lead to a crisis or turning point to some kind, which in turn finds in resolution. On the other hand Hogue (2011), narrative is kind paragraph which is use to amuse, to entertain, and to deal with actual or various experience. Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give moral lesson to the readers (Pardyono 2007).

According to Purbo (2018) Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative places acts in times and tells what happened according to natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative also has a powerful social role beyond that of being of medium for entertainment. Narrative is also a powerful medium for changing social opinion and attitudes.

Students of the second year of senior high school are expected to be able to write in any form, especially narrative paragraph. The problem is that writing is the most difficult skill to be learnt. Writing is complicated because the writer

needs to do everything at once. Students must produce words, sentences, paragraphs, and extended compositions all the same time. The writer thinks that an error analysis plays an important role to know what kinds of error that the students mostly do in writing paragraphs. So, the teacher knows about their problem in writing paragraph and tries to overcome their problem. Those are the reason why the writer is interested in analyzing students' writing error. Therefore, the writer would like to conduct the research under the title **"AN ANALYSIS ON STUDENT'S ERRORS IN WRITING NARRATIVE TEXT AT SECOND GRADE OF SMAN 1 SENORI ACADEMIC YEAR 2018/2019"**.

### **B. Statement of the Problem**

This study are limited in analyzing errors of student's writing narrative text focused on tenses (simple past tense). The researcher would like to formulate the research question as follows:

1. What kind of error do the students make in writing simple past narrative?
2. What the dominant type of error do the students make in writing simple past narrative?

### **C. Objectives of the Study**

According to research question above the objectives of study are, to find types of errors are made by students on writing narrative text focused on simple past and the researcher would like to know what are dominant types of error that students made in writing narrative text.

#### **D. Significance of the Study**

The writer hope result of this study usefull for teacher. It is help teacher to correct student's errors in writing narrative text ad also to improve method of their teaching that more suitable for narrative text material. For the students hopefully this study can increase their motivate to writing after they know their errors. This study also can become a source for the other reseacher that has similar research.

#### **E. Definitions of Key Terms**

The following definitions hopefully make the readers have the same perceptions or ideas for some term used in this study. They are as follow:

##### **1. Analysis**

According to Hornby (1995) Analysis is the study of something by examining its part and they relationship. Analysis is an examination that conducted to a language for researching language structure it self deeply. In this case, errors analysis defined as: the study of the mistake or the state wrong belief in the student's writing focused on simple past tense.

##### **2. Error**

Norrish (Sasmiasih: 2014) said error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Cunningsworth has similar definition that errors are systematic deviations from the norms of the language being learned. Here the phrase 'systematic deviation' means the deviation which happens repeatedly.



Ellis (1997) said error can be define as a deviation from the norm of the target language. From some expert's definition above conclude that error are activity in the conversation or writing that unappropriate with some selected norm in mature language performance and this activity happens repeatedly. Error is the state, quality or condition of being wrong (hornby: 1974). In this study the writer focused in errors of grammar, that is mistake by students in writing narrative text.

### **3. Writing**

Writing is considered as a means of communication. Communication in writing tends to involve a thinking process. Finnochiaro (2003) said that writing has been characterized as written thinking. It's mean that writing is a way to produce language that come from our taught. Meyer (2005) said that the word writing come from a verb. that's mean it's activity a process to produce language which people do naturally when they speak. But writing is different from speaking because writing is speaking to other people on a paper or on computer screen. Writing is communication or describing opinion or feeling by written such as essay or letter. Writing is activity to describe an opinion, idea, or feeling of someone that expressed by written, hopely it can be understood by the reader and as an undirect communication media.

### **4. Narrative text**

According to Hyland (2007) narrative text is to entertain, create, stimulate, motivate, give and teach. Narrative text deals with

problematic events which lead to a crisis or turning point to some kind, which in turn finds in resolution. On the other hand Hogue (2011), narrative is kind paragraph which is use to amuse, to entertain, and to deal with actual or various experience in different ways; narrative deals with problematic events which lead to crisis or turning pint of same kind, which in turn finds a resolution. Narrative text is the text that told about something that fictitious and just composition from the writer. Some purpose of narrative text are entertain, educate, and inform experience of writen or as a media to increase imagination the reader. Kinds of narrative text such as: folklore, legend, and fable. Although generally narrative text is imaginatif but in the some text is factual.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter presents: theoretical background, previous studies and framework theory.

#### **A. Theoretical Background**

This sub chapter explain about (1) writing that is divided into six, they are: definition of writing, component of writing, writing process, types of writing, the proble of writing and purpose of writing. (2) Error analysis divided into three, they are: definition of error analysis, clasification/types of error and causes of error. (3) Narrative text divided into six, they are: definition of narrative text, generic struture of narrative text, language features of narrative text, types of narrative text, purposes of narrative text and narrative writing process.

#### **1. Writing**

##### **a) Definition of writing**

Writing is one of four language skill in English. Writing is important part to be taught for students because in writing we can explore our opinion about everything. Most of students think that writing is difficult to be mastered. In this case everyone has different explanation about writing but it has same purpose. Writing is activity to express an idea, knowledge or feeling to other people. Writing is considered as a means of communication. Communication in writing tends to involve a thinking process. According to Caswell ans Mahler (2004) writing is vehicle of communication and skill mandated in all aspect of life. Parent

write notes for their children. Doctors write prescriptions. Automotive technicians write work orders. Writing as communication in a daily activity. No matter their age, students recognize the need to communicate in writing. As teacher must helping students view writing as essential to learning.

According to Hyland (2004) writing is away of getting things done. To get thing done such as describing something, tell a story, requesting an overdraft, drafting an essay and so on. Red (1993) said that writing is another way to practicing grammar, the difficulties in writing usually are found in academic writing. It is strengtenth by Heinkel (2014), he said that according the earlier study, many non native students face many difficulties in learning a foreign language. According to Purba (2018) writing is a deliberate act which it has to make up ones mind to do it. It present some information that will be informed to the reader. Writing means a process of communication that conveys ideas and opinion in written form done by the student. Writing is one of the four skills of language which is very important to learned. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation.

On the other hand Linse (2006) said that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is easy to

understand by the readers. It means that the writer should have ideas and then express them into a text that can be understood by reader.

According to Nunan (2003) writing is a combination of physical and mental acts. Writing is physical act of committing words and ideas. Therefore, mental acts are inventing ideas, thinking about how to express them and organizing into statement and paragraph. Writing is also known as a combination of process and product. It means that writer should imagine, organize, draft, edits, read and rereads. From all the definition it can be conclude that writing is process to express the idea, opinion, feeling and to be good writer need many practicess because we can improve our writing and get many vocabularies if we often write.

#### **b) Component of writing**

Writing is not only write activity but also the written must have a meaning that be understood by reader. When the writer just write letter and it does not have meaning it is not clacified in to good writing. Caroline (2006) said that writing not only drawing some word on a piece of paper and formulating letter together. Writing need some components to be a good written. Hyland (2002) defines that good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. When students learn how to write they can put their thought down in a journal, write a letter to a friend, and create a story that comes from their imagination. According to Harris (1969) there are five components of writing, those are; (a) Content is the

substances of the writing, the idea expressed. (b) Form is the organization of the content. (c) Grammar is the employment of grammatical form and syntactic patterns. (d) Style is the choice of structures and lexical items to give a particular flavor to the writing.

### **c) Writing Process**

Stated by Meyers (2005). There are six steps in good writing. They are; (1) Explore Idea, writing first involves discovering idea. It is the first step to decide the topic and idea on a piece of paper. Writer has to explore the mind as many ideas as possible, then record it to save the idea. (2) Pre Write, pre write is the process of gathering the idea and starting to list your idea into words. There are three steps in pre writing. First is brainstorming, it is listing thoughts as they come in mind. The second is clustering the idea. The writer may write the subject in the middle and start to write the related idea around the subject. The last is free writing. The writer writes some simple sentences without worrying about structure, spelling, logic and grammar. (3) Organize, a writer begins to organize ideas after putting them into words. This process involves selecting, subtracting, adding ideas, and then outlining. (4) Write the first draft, In this step writer writes, quickly to record his or her thoughts and then puts notes and new ideas in margins. (5) Revise the draft, revising is the most important step in writing among others steps. After completing the first draft, the writer may add or omit ideas of material, move and remove which are irrelevant and revise it several times to produce good composition of text. (6) Produce the final

copy, after finishing the revision, notice that the final copy is more entertaining than the original. All of its content develops the main point. Its sentences are clear and have plenty of detail.

From the explanation above, the writer concludes that writing is a series of process step by step. Those processes are important to produce a good writing. Students who want to make a good writing should follow those steps. Those steps are really helpful to guide students in making a good composition. Every writer may revise or edit the works. By applying those processes, students are expected to produce a good writing.

#### **d) Type of writing**

Based on Finnochiaro (2000) there are two major types of writing, that are practical writing and creative writing. Practical writing deals with facts and functional writing such as letters, summaries and series of notes. Creative writing usually exists in literature such as novel, romance, science fiction, etc. Brown (2001) proposes five major categories of classroom writing performance. They are as follows; (1) Imitative, usually for beginners that simply write down English letters, words and sentences. (2) Intensive, students produce language to display their competence in grammar, vocabulary or sentence formation. (3) Self writing, is writing with only the self in mind as an audience. Example journal writing, diary and notes. (4) Display writing, focused on task based responses in which students are responding to a prompt or assignment. (5) Real writing, the purpose of this type is exchange useful information.

### **e) The problem of writing**

According to Nurgiantoro (2001) there some problem that are faced by students in writing learning. They are:

#### a. Organizing idea

Organizing idea is defined as the organizing the sentences and the concept of writing. The students must be able to organize the idea in order they can design the well sentence.

#### b. Lack of vocabulary

Vocabulary is word that can be combined to be sentence or phrase.

Vocabulary is very important because when master the vocabulary we can write text more various.

#### c. Grammar accuracy

Grammar is something that is as a structure in arranging the sentence.

Thus, grammar effect the writing skill because it can make the writing well.

### **f) Purpose of writing**

According to Malley and Pierce (1996) they are three purposes of writing based on the types of writing in English language learning. Those are ; (1) Informative , it is represented by representative writing that is purposed to share knowledge or information, give directions, and states ideas to others. Informatives writing involves describing events or experience, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may



important to the readers. (2) Expressive or Narrative, it is represented expressive writing or narrative writing that purposed to share a personal or imaginative expression. (3) Persuasive, it is represented by persuasive writing that purposed to persuade the readers to do something. It effort to influence other and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial product.

## **2. Error Analysis**

### **a) Definition of error analysis**

English as a foreign language automatically more difficult to be learn. So, students often make error in the teaching learning process. Students have to master new structure when they write English text that has different with structure in Bahasa. Erdogan (2005) said when children learning they make plenty of mistake is a natural part of languages acquisition proses, as they feedback from adults they learn how to produce grammatically and semantically acceptable sentences in their language. So, error is common thing in learning process. Norrish (Sasmiasih:2014) said error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Ellis (1997) said error can be define as a deviation from the norm of the target language.

According to journal by Erdogan, to distinguish between an error and mistake, Ellis (1997) suggests two ways. The first one is to check the consistency of learner's performance. If he sometimes uses the correct

form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

Carl James (1939) said Error analysis is the process of determining of incidence, nature, causes and consequences of unsuccessful language. Ellis (1997) said that Error analysis was one of the first methods used to investigate learner language. Brown (1980) defines error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. Crystal (Sasmiasih: 2014) comments that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Considering above definitions, we can say that- error analysis is an activity to identify, describe, interpret, evaluate and prevent the errors made by the learners. Error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects (Erdogan: 2015).

## **b) Classification / types of error**

In the journal by Erdorgan, Corder (1973) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of the elements. Nevertheless, Corder himself adds that this classification is not enough to describe errors.

Corder (Nugroho: 2017) classifies errors into two types such as errors of competence and error of performance. Errors of competence are the result of the application of the rules which do not correspond to the target language norm. It occurs when SL/FL learners do not know the rules of target language adequately. Errors of performance' are the outcome of the mistakes in language such as false starts or slips of the tongue. It happens when the learners suffer from stress, indecision, conflict, fatigue etc.

Burt and Kiparsky (Nugroho: 2017) suggests fundamentally two types of error such as: Local Error and Global Error. Ellis (1997) said error based on surface strategy taxonomy are highlight the ways 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 ).

Corder's (1974) framework for describing error is more promising in this respect. He distinguishes three types of error according to their systematicity:

- a. Presystematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
- b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
- c. Postsystematic errors occur when the learner knows the correct target language rule but uses it inconsistently.

To find out what types of error in this study, the writer uses types of error from Ellis that has four types of error; omission of some requirement element, addition of some unnecessary element, selection of an incorrect element, and mis-ordering of the element

### **c) Cause of error**

Brown (1980) shows there are four sources of error. They are as follows; (a) interlingual transfer, that is the negative influence of the mother tongue of learner. (b) intralingual transfer, that is the incorrect generalization of rules within the target language. (c) Context of learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the

language. (d) Communication strategies. Sometimes the communication strategies can lead the student to make error. There are five main communication strategies, namely-Avoidance, Prefabricated patterns, Cognitive and personality style, Appeal to authority, and Language Switch.

Norrish (1983) classifies causes of error into three types which are:

- a. Carelessness, the lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- b. First language interference with the habit formation of target language. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.
- c. Translation of idiomatic expression in to the target language word by word. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

### **3. Narrative Text**

#### **a) Definition of narrative text**

A narrative text tells a story by representing a sequence of events.

Narrative can be dominant pattern in many types of writing formal, such as

history, biography, autobiography, and journalism as well as less formal such as personal letters and entries in diaries and journals. Narrative text is also an essential part of casual conversation, and it may dominate tell tales. Speeches and shaggy dog stories, as well as news the feature stories presented on television.

According to Keraf (Nurhidayah: 2017) states that narrative text as a story tells or describes an action in the past time clearly. In addition, according to Pratyasto, narrative text is a type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution. Based on the definition above narrative text is a description of a series of events, either real or imaginary, that is written or told in order to entertain people. This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot.

According to Hyland (2007) narrative text is to entertain, create, stimulate, motivate, give and teach. Narrative text deals with problematic events which lead to a crisis or turning point to some kind, which in turn finds in resolution. On the other hand Hogue (2011), narrative is kind paragraph which is use to amuse, to entertain, and to deal with actual or various experience. The social purpose of narrative text is entertaining because they deal with the unusual and unexpected development of events.

It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly valued.

### **b) Generic structure of narrative text**

According to Meyer (2005) the generic structures of narrative text are:

- a. Orientation/Exposition: The introduction of what is inside the text. What the text is talk in general, who involves in the text, when and where is happen.
- b. Complication/rising action: A crisis arises. The complication is pushed along by a serious of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.
- c. Resolution: the problem is resolved, either in happy ending or in a sad (tragic) ending.
- d. Re-orientation: this is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

Renandian (2002) said that is generic structure of narrative text is:

- (a) An orientation, tell the readers who is in story when and where the action is happening.
- (b) A complication that sets event that influences

what will happen in the story. (c) A sequence of events where the characters react to the complication. (d) A resolution in which the characters finally sort out the complication. (e) A coda that provides a comment of moral based on what has been learned from the story.

According to Sali (2012) there are 3 important part of narrative text. They includes:

a. Introduction

Introduction in narrative composition is written to create interest and grab attention of readers till the end of the story. In most cases, narrative introduction usually answer the questions; who, where, when, why, what and how. Who is involved the characters, where the story is taking place (the setting), when the story took place (the time), what haplened which gives the details of series of events (complications).

b. Body (plot of events)

The body of a narrative writing contains the main events of a story. It can also be referred to as plot of events. Plots are series of events that take place in a story. This events form what is called a complication where a problem is created. In the process of solving the problem, the story is taken through difficulties. It unfolds the series of events to a logical conclusion where the problem is solved.



c. Conclusion

Conclusion refers to how the writer end the story. Conclusion can arranged in a special way to ensure the reader does not easily forget the story. Make the conclusions memorable, sad and one that has a lasting impact in the reader.

**c) Language Feature of Narrative Text**

Into journal of Rodearta Purba: Siahaan, Sanggam and Shinoda Kisno (2008) states that there are some typical linguistic features common to narrative, they are:

- a. Focus on specifict and usually individualized participants
- b. Use of material process (and in this text, behavioral and verbal process)
- c. Use of relation processes and mental processes
- d. Use of temporal conjunction, and temporal circumstances
- e. Use of past tense.

**d) Types of Narrative Text**

Sali (2012) said that common narrative writing includes:

- a. Recount: to give an account of a series of events.
- b. Diary: records of daily experiences.
- c. Epics: a long story about brave action and exciting events.
- d. Tales: story about exciting imaginary events
- e. Fables: traditional animal stories that teach lessons about life.

- f. Legends: old well-known stories of an area about people, things and mysteries surrounding their existence.
- g. Parables: short story that teach spiritual truth.
- h. History: record of all past events.
- i. Myths: a story that many people believe but it is not true.
- j. Biography: story of a person written by someone else.
- k. Autobiography: story of a person written by self.
- l. Short stories: imaginary stories that are short enough to complete reading.

#### **e) Purposes of Narrative Text**

According to Sali (2012) some reasons why narrative writing is important:

- a. Recalls and refreshes events already experienced.
- b. Make-up stories that are creative and imaginative to entertain readers.
- c. Interesting stories that can be sold for money.
- d. Outstanding stories can gain good marks in class.
- e. Maintain rich accounts of interesting experiences for the next generations.
- f. Improve writing, reading and thinking skills.
- g. Expressing deep thoughts in the form of stories for other people to appreciate.
- h. Skillful use of English to make stories interesting and entertaining.

### **f) Narrative Writing Process**

According to Sali (2012) there are three steps in the narrative writing process. It concludes:

a. Before writing or planning stage

This is the planning stage in which ideas and information are gathered in preparation to write the actual composition.

b. While Writing or act of writing

This is the stage where events that took place are arranged in order according to when the event actually happened. This is called chronological order. The body is filled with thoughts, causes, expressions, conflicts, victories, defeats and other experiences the character goes through in the story.

c. After writing or revision

This is stage where writer checks the writing for the first round to spot any major mistakes.

### **B. Previous the study**

Research from Ika Sasmiasih (2014) with title Error Analysis On The Students Writing Of Descriptive Text at second grade of SMP PGRI 2 Ciputat has similarities, that is description of error made by students in writing. The differences are the subject and type of text. Research from Ika Sasmiasih the subject is student VIII class on SMP PGRI 2 Ciputat and type of text is descriptive text focused on adjective. Whereas in this research the subject is

students XI class on SMAN 1 Senori and the type of text is Narrative text focus on simple past tense.

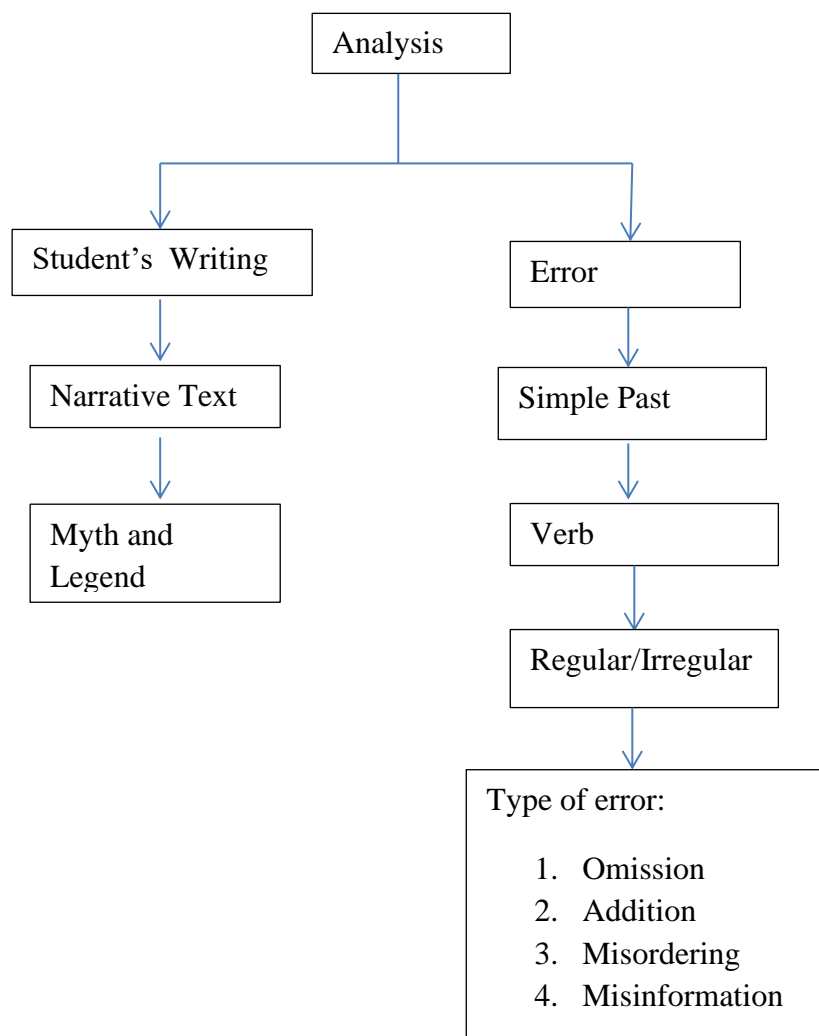
Result of Sasmiasih's research has an conclusion, that is: (1) Total errors of Omission are 14 errors on percentage 23.33%, (2) Total errors of Misformation are 32 errors on percentage 53.33%(3)Total errors of Mis-ordering are 4 errors on percentage 6.67% (4)Total errors of Addition are 10 errors on percentage 16.67%. And data for causes of errors (1) Total errors of Carelessness are 24 errors on percentage 40.68% (2) Total errors of First Language are 31 errors on percentage 52.54% (3) Total errors of Translation are 4 errors on percentage 6.78%. Its means common error made by students is misformatting the causes is first language.

Other research was conducted by Herlinawati in 2011 entitled "ERROR ANALYSIS IN THE STUDENTS WRITING NARRATIVE PARAGRAPH AT MTsN PAJAJARAN PAMULANG". Result of Herlinawati's research:

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. 5 %

### C. Framework Theory

The framework theory will be described below :



This research includes two common things that are analysis of student's writing and the error. First, the type of student's writing is narrative text, the topics are myth and legend. Second, for error analysis, it is focused on simple past. In simple past, there are two types of verbs that are regular and irregular verbs. According to surface structure taxonomy, there are four types of errors: omission, addition, misordering, and misinformation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This part consist of: research design, the presence of researcher, place and time of the study, subject of the study, data sources, technique of data collection, and technique of data analysis.

#### **A. Research Design**

According to Creswell (2014, p. 41), research designs were types of inquiry within qualitative, quantitative, and mixed methods approaches that provided specific direction for procedures in a research design. On other hand Kumar (2011, p. 95) mentioned that research design was a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems.

Meanwhile, this study was used qualitative research; with descriptive approach. This was called as a descriptive qualitative research because of the characteristics that mentioned by Densin and Lincoln (as cited in Creswell 2007, p. 36) “Qualitative research is a situated activity that locates the observer in the world. It consists of asset of interpretive, material, practices that make the world visible. These practices transform the world. They turn the world into series representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world; this means that qualitative researchers study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them”

Furthermore, According to Creswell (2014, p. 32) “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation”

In conclusion, this research was designed in the form of qualitative research, especially in descriptive method. The method was intended to describe exactly a phenomenon or problem that researcher had seen. It meant that the researcher would investigate the use of analysis on student's errors in writing narrative text based on surface structure taxonomy. In this way the researcher collected the data from the students’ narrative text writing, and identified the errors based on surface structure taxonomy in order to conclude the result.

#### **B. The Presence of Researcher**

According to Miles and Huberman (1992) the presence of researcher in qualitative research is a absolute, because the researcher as a research instrument and data collector. The advantage that obtained from the presence of researcher as a instrument is subject more responsive with presence of researcher. The researcher can adjust their self with research setting and decision that related with the research can be taken fast and guided.

According to Sugiyono (2011) the researcher in qualitative research is a human instrument, the function is setting of research focus, choosing source of data, collecting data, analyze of the data, describing the data and make a conclusion about the research. According to Nasution (in Sugiyono; 2011), the presence of researcher as a research instrument suitable for qualitative research itself, because have some characteristic as follows:

1. Researcher as a instrument can react about every stimulus from area that useful or not for the study
2. Researcher as a media can adjust their self about all condition and able to collect various data all at once
3. Every situation is totality. There is no instrument that able to catch all of situation without human.
4. A situation that involve human interaction, can no be understood with knowledge only, but human can deepened the situation according to their knowledge
5. Only human as a instrument that can make a conclusion base on the data

This research was held on he April- Mei 2019 that begin from submission of research license. Research license issued from head of IKIP PGRI Bojonegoro. After the research license was approved by headmaster, the researcher begin to collect the data in SMAN 1 Senori.

### **C. Place and Time of the Study**

The research was held at SMAN 1 Senori Jl. Raya Sidoharjo KM.07 Senori Tuban on April - Mei 2019. Research schedule will be describe of the table.



Table 3.1 Research schedule

No	Activity	Month									
		11	12	1	2	3	4	5	6	7	8
1	Preparation of research proposal	v	v								
2	Submission of research proposal			v							
3	Developing research instrument				v						
4	Conducting proposal seminar					v					
5	Trying out instrument						v	v			
6	Experiment and analyzing the data								v		
7	Writing the report								v	v	
8	Submitting the document										v

#### D. Subject of the Study

A sample is a group of elements, or a single element, from which data are obtained (Mcmillan, 1996 p. 86). The sample consisted of the students from the population who are chosen to participate in the study. The population of the second grade students at SMAN 1 Senori. Moreover Ritchie and Lewis (2003, p. 84) said that qualitative sample often 'lie under 50'. They add that if they become much larger than 50 they start to become difficult to manage in terms of the quality of data collection and analysis that can be achieved.

Therefore, based on the limitation of the research, the researcher took 29 students as sample. The writer got one class that was chosen by teacher of English in that school, that was XI MIPA. Total of male are 15 and female are 14. The sample of the study was shown in Table 3.2.

**Table 3.2**  
**The sample of the study**

No	Class	Male	Female	total
1	XI	15	14	29
2				
Total sample				29

#### **D. Data sources**

According to Sugiono (2008) primary sources is sources which can give valuable information directly. It can be conclude that the data sources are derived from the students in SMAN 1 senori through test and documentation. Given (2008) stated that secondary data sources is preexisting source have been different purpose or by someone other than the researcher. In secondary sources can be obtained from books, journals, thesises, and articles.

#### **F. Technique of Data Collection**

In order to get data, written test was used. Test was a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004). The data got from the English teacher, that is result of the task from the students. Teacher asked to the student to made a story provides two topics, that are; 1) Mith, 2) Legend.

#### **G. Technique of Analysis Data**

In conducting this research, researcher followed the procedures in Error Analysis. According to Ellis (1997), the procedures for error analysis as follow (1) collection of samples of learner language, (2) identification of errors, (3) classification of errors, and (4) evaluation of errors.

##### 1. Procedures of Error Analysis

The researcher focused on error analysis the use of regular and irregular verb that was applied in narrative writing test. Therefore, in analyzing the data, the researcher used error analysis method. According To Ellis (1997), the following steps to conduct an error analysis research:

a. Collection of samples of learner language

It refers to deciding what samples of learner language to use for the analysis and how to collect these samples.

b. Identification of errors

In this step, the researcher studied the acquired data and tried to find out errors on the use of regular and irregular verb that was applied in narrative writing test.

c. Classification of errors

Grouping the errors that had been found and stating the classes of the errors. The Modification of surface structure taxonomy, Dulay, Burt, and Krashen (1982) was used to classify the errors. It included three types of errors that were Omission Error, Addition Error and Substitution. In this step, the researcher tried to explain how and why an verb called to be erroneous.

d. Evaluation of errors

Here, the researcher used the evaluation of errors as a step that involved drawing conclusion. In this step, the researcher determines the most frequent up to the least frequent error type as the result of the errors in using regular and irregular verb that was applied in narrative

writing test. by using percentage, calculating the data taken and making the percentage in each category.

## 2. Accounting the Error

In calculating the data, researcher applies following steps:

- a. Counting the total of each type of regular and irregular verb errors from the identification table.
- b. Counting the total number of all types regular and irregular verb errors
- c. Making percentage each type of arti regular and irregular verb errors, in order to know the most frequent type regular and irregular errors, it is done by dividing the total number of each type by the total number of all types regular and irregular errors and then multiplying with one hundred.

The writer use the descriptive analysis technique (percentage) to analyze the data. This formula source from Sujiono (2008: p.43)

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

Notes:

P : percentage

F : frequency type of error

N : total number of all type regular or irregular verb errors