STUDENTS' ERROR IN USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT GRADE X SMA NEGERI 1 BATANG ANGKOLA TAPANULI SELATAN

A THESIS

Submitted to the English Education Study Program of State Collage for Islamic Studies Padangsidimpuan in Partial Fullfilment of the Requirement for Degree of Islamic Educational Scholar (S.Pd) in English Program

Written By :

MELISA NURHAMIDAH
Reg. Number: 15 203 00074

ENGLISH EDUCATIONAL PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

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LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Melisa Nurhamidah

Item : 7 (seven) exemplars

Padangsidimpuan, November 2019
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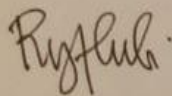Teacher Training Faculty
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Melisa Nurhamidah**, entitled *"Students' Error in Using Simple Past Tense in Writing Narrative Text at Grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
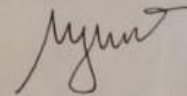
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DECLARATION OF SELF THESIS COMPLETION

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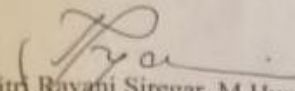
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v

EXAMINERS
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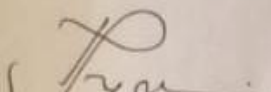|		
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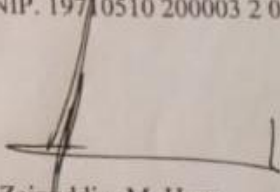
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STUDENTS' ERROR IN USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT GRADE X SMA NEGERI 1 BATANG ANGKOLA TAPANULI SELATAN
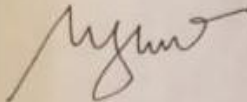
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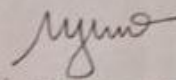
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2019**

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I relize this thesis cannot be considered perfect. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   2019

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Title of Thesis: **Students' Error in Using Simple Past Tense in Writing Narrative Text at Grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan**

ABSTRACT

This research discussed about Students' error in using simple past tense in writing narrative text at grade SMAN 1 Batang Angkola Tapanuli Selatan. The students' problem in this research is some of students can not distinguish between using verb one and verb two.

The method of the study is qualitative descriptive. The subject of the study researcher choose class 10 MIPA 1 (2019/2020) in SMA Negeri 1 Batang Angkola Tapanuli Selatan. The result that the researcher found four types of errors: Omission, addition, misformation, misodering. The researcher result found that 55 items cased in omission with percentages 11%. The researcher found that 121 items caused in addition with percentages 24%. The researcher found that 312 items caused in misfomation with percentages 61%. The last, the researcher found that 20 items caused in misodering With percentages 4%.

Then the researcher found that the highest error made by students is misformation, the total 312 with percentages 61%. This problem influenced by students' felt confused to understand simple past tense because they did no know meaning and differences between regular and irregular verb.

Key word: Error Analysis, Past Tense, Narrative Text

TABLE OF CONTENT

CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is one of the languages that is very compulsory to be studied in Indonesia besides English language which must be studied in Indonesia, which are Arabic and recently entered Mandarin. English is a common language or foreign language used throughout the world to communicate between countries. English is so important both in the world of education and business, for example in the field of technology when opening the site the average site uses English instructions even now applying for jobs even though there are English language requirements so English is very important today.

English has been the most important language in international communication. The people all over the world speak English when they meet one another in every international situation such as : meeting, workshop, or conference. It plays very significant roles in many aspects of international affairs as a means. The reason researcher this tittle for class of ten students who ten students who are SMA 1 Batang Angkola still difficult to write simple past tense in narrative text. Narrative ordered third after descriptive and recount. The teacher says most of student make simple past tense. In learning English, there are certain skills that students need to learn, namely : listening, speaking, reading, and writing, Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills.

As an productive skill, writing is not like speaking skill not other receptive skill. Writing is a tool or medium that someone use to develop what is in someone minds that

is used for the benefit. Writing is also a tool for someone success if someone are really able to use it like when we someone alone take pen and paper then what someone have in mindsomeone write on the paper so that someone can create useful things like life experience stories, old stories, poetry articles and even books that can generate income for us. Writing is very difficult from other skills because we need full concentrate to choose interesting topic and write with correct grammar.Writing is an expressions of languange that used by the writer to convey idea into form the letter, symbol and word to the readers.[1]

Narrative is telling what has passed. Such as life experiences, shameful experiences, legends, history is a narrative because the story has passed even some tens, hundreds of hundred years ago. Narrative that to amuse or entertain the reader with actual or imaginary experiences in difference ways. Errors analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Errors is very usual in writing paragraph or essay, so error analysis is needed by teacher to correct the student's essay.[2]

Moreover, tenses is a part of grammar and the function of the tenses is to explain theaccident in the story happened. tense is a tool that English speaker use to express time in their language so you learn to think like a native speaker. Thus, students have to understand the part of tenses in writing paragraph or essay. One of tenses is Simple past, this tenses explain the accident that happened in the past time. Futher Smore, simple past

[1]Putri Mega, "An Error Analysis on the Use of Past Tense in Narrative Text," 2017, 10, eprints.umsida.ac.id.
[2]Putri Mega

used regular and irregular verb or they can using verb be (was, were). The simple past is used to talk about activities or situations that began and ended in the past.

In the 2013 curriculum syllabus students have learned simple past tense in the VII grade of junior high school because simple past tense basis of grammar and narrative text that is studied in the class VIII second semester, but in class X senior high school students still have many difficulties in using simple past tense and narrative text. Students should already understand because they have learned it from three years ago in fact senior high school students of class X are still a lot of difficulties and errors in this matter.[3]In writing students error of SMAN 1 Batang Angkola Tapanuli Selatan ten grade still make error writing simple past tense.

Students SMAN 1 Batang Angkola Tapanuli Selatan have studied simple past tense and writing narrative text many times, about one semester. Event though they have studied that material they still do not understand about. So the researcher interested in this raising this issue to be the title, namely "**Students' Error in Writing Narrative Text At Grade X Sma Negeri 1 Batang Angkola Tapanuli Selatan"**

B. Identification of the Problems

Based on the above background of the problem, here the researcher indentifies students error in writing narrative text. The are many students difficult using grammar in writing. Students error in writing narrative text so make students did not understand about regular verb and irregular verb and students felt borred to learn English.

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[3]Andi Hotman as an English Teacher in class 10 Mipa, *Private Interview*, (SMAN Negeri 1 Batang Angkola: July 19[th']2019at.10.00 a.m)

C. The Focus of the Research

Based of background of the problems. The researcher focused on students in writing narrative text at Grade X SMA N Negeri 1 Batang Angkola Tapanuli Selatan.

D. The Formulation of the Research

Based of the research background, the researcher decides some problem sentences as follows:

1. What are students' error in writing narrative text at grade x SMA Negeri 1 Batang Angkola Tapanuli Selatan?

2. What are students' dominant writing narrative text at grade x SMA Negeri 1 Batang Angkola Tapanuli Selatan?

E. The Purpose of the Research

Based on the above formulation

1. To find out wheter the students error in in writing narrative text at Grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan.

2. To find out students dominant error in writing narrative text at grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan.

F. Significance of the Research

After the research finished this study, the researcher hopes the result of this study is expected to give a contribution to the teaching and learning process in English especially writing:

1) Headmaster, to be an information toward teacher progressing teaching.

2) For the teachers, this research show them the errors that usually make among students on the use of simple past tense, regular verband irregular verb in writing narrative

text, so that they can anticipate and minimize the errors made by students in the future.

3) The researchers, to be one researcher sources for another related researcher.

4) For the students, the finding of the research will motivation, and this research is expected to help the students to be aware error using simple past tense in writing narrative text.

G. Defenition of the Keys Terms

In this research there are some terminologies.

1. Students Error

students is pupil especially in Elementary School, Junior High School, Senior High School, and the last University. Student is a person who does learn on the grad of elementary, Junior High School, Senior High School and also university or collage not only on the formal school but also informal school. It means here at grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan.

Error is to be avoided its influence overcomes. However, as error were the result of the negative transfer of first language habits, it is difficult to see show they could become habits simply by tolerating them.[4]

1. Simple Past Tense

Simple past is one of tenses explain about the accident happened in the past. Besides, simple past was supported with verb form they are regular verb and irregular verb.

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[4]Rod Ellis, *Understanding Second Languange Acquisition* (Hong kong: Oxford University Press 1985), p.22.

2. **Writing Narrative**

Writing is both a physical and a mental act. At the words or nideas to some medium, wether it is hieroglyphics inked on to parchment or one e-mail message typed in to a computer.[5]Narrative is a text happens in the past that purpose to entertain the readers. Narrative text is tge activity to communicate and express to words or ideas into written that happen in the past with purpose to entertain the readers like a writing legend.

H. Outline of the Thesis

The systematic of this research is describe into five chapters. Every chapter consist of many sub chapters with detail as follow the background of the problem, the identification of the problem, the focus of research, the formulation of the problem, the purpose of the research, the significance of the research, and the definition of research.

Chapter two consist of the theoretical description. It consist of the mataerial of the research, they are definition of error, types of error, definition simple past tense, example simple past tense, definition of writing, process writing, purpose of writing, definition of narrative text, types of narrative text, example of narrative text and related findings.

Chapter three consist of methodology of the research it is divided into sub chapter, the place and time research, the design of the research, the instrument of the research, the technique of data analysis.

Chapter four is the result of the research consist of findings, discussion, and the threats research.

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[5]David Nunan, Language Teaching Methodology*; A textbook for teachers* (Sydney; Macquarie University ,2000),p.91.

Chapter five consist of conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoritical

1. Error

a. The Definition Error

The definition of Error Analysis came from Carl James in his book, "Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.Error is mistake, but the error and the mistake is different.[1] Error is grammatical utterance which refers to language compentence. The error is not just spoken in language but the error can also be in everyday life, for example bathing, praying in others ways, there are still many errors in the activity, while mistake is imperfectness of utterance refers to the language performance. James stated that errors are the result of some failure of performance. Morever, the noticeable think about error neous sentence is that they can ready be corrected by the speaker himself since they are cases of failure to follow a noun rule.[2]The error is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. Error an essential source of information to teachers.

All language learners tend to make error when they learn a language.Dulay says "Error is an inevitable part of learning and that making error are common to them who learn a language.[3] Students can not avoid making error when they learn a language and it is not strange matter. Moreover, Hornby states that errors are

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[1]Carl James, *Error in Language Learning and Use*, (New York: Longman, 1998), p. 1.
[2]Carl James, *Errors in Language Learning and Use: Exploring Error Analysis (Applied Linguistics and Language Study)*, *Book* (New York, 1998),79.
[3]Dulay, Mariana Burt and Krashen, *Languange Two,* (Oxford: Oxford University Press,1982), p 138.

considered as something natural and play an important part in learning process.[4]He explains error is a thing done wrongly. Error is the state of being wrong in belief or behavior.

Error are caused by the lack knowledge about the language rulews that was being learnerd .[5] Error are the patterns of arrangement of words in sentences and the pattern of arrangement of parts of words into word that are not appropriate with the partern of rules that have been determined in a language that is being used.

Error are errors which happen in writing. The errors made by someone either in speaking or writing to obtain information on common difficult in language learning. An error is noticeable deiviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.[6] Error is mistake that often occurs without being known to humans.

Error is the fact the learners do make errors and these error can be observed, analyzed and classified to reveal something of the system operatingwithin the learners led to a surge of the study of the learners error. Error is a work procedure used for researcher or language teacher for describibing, classifying and also evaluating errors. there are some steps in error analysis research, they are:

a. Collecting of sample of learner language

b. Identification of errors

c. Description of errors

d. Explanation of errors

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[4]*A.S Homby, Oxford Advanced,... p.25.*
[5]H Douglas Brown, *Principle of Language Learning and Teaching* (without the prior peimi>sion of the publisher, 2007).
[6]Brown.

b. Types of Error

There are four kinds of descriptive taxonomy that are commonly used.

1) Comparative taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of construction. The errors are classified into developmental, errors, interlingua error, ambiguous error, and unique errors.

2) Communication effect taxonomy

Communication taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classified error into global errors and local errors.

3) Linguistic category classification

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the errors is located in the overall system of the target language based on the linguistic item which is affected by the errors.

4) The surface structure taxonomy

There are four principal was in which learners 'modify' target forms, in another words, four ways in which target language forms diverge in specific and systematic ways, In addition there are.

c. Kinds of Error

There are kinds about error in narrative text.[7]

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[7]Carl James, *Error in Language Learning Use*: Exploring Error Analysis, (London: Longman, 1998),p.104

1) **Omission**

When a learner is leaving of necessary items that must emerge in a well-performed utterences, that learner is doing omission error.[8]In this case, when student's make sentences, there is one aspect is omitted. It tends to effect function word rather than content word ad least in the early stages. Most advanced learners tendto be aware of their icnorance of content words, and rather than omit one, thecompensantory strategies to express their idea.

For example:

1) She with her stepmother. The sentence is error.

The correct sentence can be :

- She lives with her stepmother and two stepsister.

- She is with her stepmother and two stepsister.

-She lived with her stepmother and two stepsister.

2) **Addition**

Which are the countrary of omission, are characterize by the presence of item that should otherwise not appear in a well-performed utterence.[9] This happens when the learners overuse certain grammatical rules of the target language.

For example

1) He didn't to come. This sentence error

The correct sentence "He didn't come".

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[8]H. Douglas Brown, *Teaching by Principles and Intraction Approach to Language Pedagogy* (New Jersy: English Wood Cliffs, 2001).
[9]Brown.

3) Misformation

What the learner who produced this error has does in not misformation but miss-election error. In this case the students used of the form of a structure of sentences.[10]

For example:

1) Me don't like This sentence error

The correct sentence "I don't like".

4) Misodering

Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterences in the target language.[11]

For example:

1) She fights all the time her brother.

The correct sentence" She fights her brother all the time".

2. Simple Past Tense

a. Definition of the Simple Past Tense

According to Betty Schrampfer Azar, "Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past.[12]So, Simple Past Tense is a sentence or story as do past thus, can see of used verb and adverb of sentence.Simple past tense indicates that on activity or situation began and

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[10]Brown.

[11]Brown.

[12]Betty Schrampfer Azar. *Fundamentals of English Grammar,* (Jakarta: Bina Rupa Aksara, 1993), p. 32.

ended at a particular time in the past. Since verbs change form to show the time of the action, there are two kinds of verb in the simple past tense.

Simple past tense is tense that is normally used in writing narrative text. Thus, in writing narrative text, students need to comprehend how to apply simple past tense accurately and correctly, until the result will fulfill the early of the target in learning narrative text.[13]

b. **Forms of the Simple Past Tense**

Table 2.1

Form of simple past tense according to Azar[14]

Statement	{I – you – she – he – it – we – t hey}	Worked yesterday Ate breakfast
Negative	{I – you – she – he – it – we – t hey}	Did not work yesterday Did not ate breakfast
Question	Did {I – you – she – he – it– we – t hey}	Work yesterday Ate breakfast
Short Answer	Yes, {I – you – she – he – it – we - they} No,	Did Didn't

[13]Tomi Haryadi and Andisa Putra, "An Analysis of Students ' Error in Writing Narrative Text," 2019, unmasmataram.ac.id.

[14]Betty Schrampfer Azar. *Fundamentals of English Grammar,* (Jakarta: Bina Rupa Aksara, 1992), p. 12

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

a. Pattern of regular verb:

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

2) The same form is used for all persons.

3) Verbs end in consonant ' y', change y to I and add –ed (*try-tried, carrycarried*).

4) Verbs end in one consonant + vowel + consonant (one syllable verbs),

double the consonant and add –ed (*stop-stopped, rub-rubbed*).

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

6) Verb end in vowel + consonant and stress is on the first syllable (twosyllableverb). Add

ed do not double the consonant (*visit, answer*).

7) Verbs end in vowel + consonant and stress is on the second syllable(twosyllableverb)

double the consonant and add ed (*prefer, occur*).

Irregular verbs

Many common English verbs change form, rather than add ed. There is a

little pattern to be found in these changes and verbs of similar spelling in the

infinitive may take quite different forms in the past (*think-thought, drinkdrank,etc.*)[15]

Some general patterns emerge:

1) A vowel change in the body of the verb: drive-drove, sing-sang, knowknew.

(even *take-took, eat-ate,* where the spelling may disguise the rule)

2) This may be accompanied or replaced by consonant changes at the end of

the verb: *buy-bought, think-thought, make-made*

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[15]Aminah, "Error Analysis on the Use Simple Past Tense in English Narrative Text Written," 2017, e-repository.perpust.iainsalatiga.ac.id.

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

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

5) Some irregular verbs have the same form in all parts: *hit – hit – hit, cutcut-Cut.*[16]

d. Use of the Simple Past Tense

1) It is used for actions completed in the past at a definite time. It is used for a past action when the time is given *"I meet him yesterday"*, when the time is asked about *"when did you meet him?"*.

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

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

4) We use simple past to talk about events, actions or situations which happened.in the past and are now finished. We always have to say (or imply) when theaction happened, so we often use time references like *yesterday, ago, lastsummer.*[17]

3. Writing Skill

a. Definition Writing

Writing is one of the English skills that should be mastered by the English learners. This skill is used as medium of delivering the ideas, feeling, and perceptions of the writer to the reader.According to David Nunan language directed at the students

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[16]Aminah.
[17]Aminah.

(in reading and listening) is called receptive.[18]Beside that writing is also a good tool for communication.

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.[19] Writing is a medium of communication that represents language through the inscription of signs and symbols.[20]Writing is one of the most important skills in language learning besides reading, speaking, and listening.

Writing as one of the four language skills requires a number of conditions to be mastered. Writing is the hardest among other skill, Jack Richard and Willy A. Renandya state that "writing is the most difficult skill for the second language learners to master".[21] Writing is most difficult for second language learners to master. In writing, writer does not only write down what in their mind but also how to make the reader easy understand what they have written, the readers get the message from their writing and the writer should make their writing meaningful too. Meanwhile, in writing the students get students also should possess ability to organize their writing into good parallel of sentences and good arranging paragraph, So based on the reasons above writing become as the most difficult skill to be learnt among other skills.

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[18]David Nunan, *Practical English Language Teaching,* (New York: Mc, Gran Hill,2003,p.48.

[19]Rayendriani Fahmei Lubis, "English Education Writing Narrative Text" 02, no. 01 (2014): 61–76, jurnal.iain-padangsidimpuan.ac.id.

[20]Rentauli Maria Silalahi, "Error Analysis on Information and Tecnology Students ' Sentence Writing Assigments," *IJEE* 1, no. 2 (2014): 152, journal.uinjkt.ac.id.

[21]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York: Cambridge University Press,2002), p.303

Nevertheless, there are many experts explain about the definitions of writing. According to Ken Hyland says that "writing is a way of sharing personal meanings writing courser emphase the power of the individual to constract his or hew owns views on a topic".[22]

According to Harry A. Greene and friends, "Writing is one means for expressing thought. The effectiveness of thought, and thus of the writing isdependent upon both the natural ability and the experiences of the individual.[23] Were we are alone we take a pencil and write our own good story without us knowing we are already a writer who creates natural and scientific writing.

b. Process Writing

Process of writing has important role to make a written. Jonathan Sarwono and Yudhi explain that there are some process of writing namely; prewriting, writing, revising, editing, publishing. The explain can be seen below.[24]

1) Prewriting

In prewriting, there are three steps done by the writer/learner namely; finding and idea, building the idea, planning and paying attention of the structure.

2) Writing

Writing is the process of real writing. The writer writes down the ideaor what she/he done in the first step.

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[22]Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), p. 9
[23]Harry A. Greene and friends *Developing Language Skills in the Elementary School*, (Boston, London, Sydney), p. 284.
[24]Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purpose a Succesfull Way to Scientific to English* (Yogyakarta: Penerbit Andi, 2013), p. 61-66)

3) Revising

In revising steps, the writer/learners should do some steps. The first adding, the writer/learners add some words or phrases in the written. The seconds is rearranging paragraph, the writer/learners rearranging the paragraph and make the paragraph better than before.

4) Editing

Editing such as; words choices, structure and grammar punctuation, arrange of the paragraph, mechanic, etc.

5) Publishing

Publishing. In publishing, student or writer publishes their writing. It dependent son usefulness.

6) Evaluating

Implementation the corrections and rewriting the text.

c. Purpose of Writing

There are other purposes for writing as well, but these four are emphasized to best prepare students for college and career readiness.

1) Assignment purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

2) Altruistic purpose

This purpose is to place the readers to bring the reader's sadness.

3) Persuasive purpose

This purpose is to make sure the readers of the truth of ideal is shared.

4) Informational purpose

This purpose is to give information or explanation to the readers.

5) Self-expressive purpose

This purpose is to introduce or defined author to the readers.

6) Creative purpose

It has deep relation with self-expressive purpose, but it has "creative will". It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so it purpose is to reach artistic value, and art value.

i. Problem solving purpose

The writer wants to solve the problem is found, the writerwants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.[25]

b. **The Types of Writing**

Writing has a types that must be learned. Based on types of writing has four styles, they are descriptive, narrative, argumentative, expository. Moreover, the fourth types of writing would be explained in below.[26]

1) Descriptive Text

Descriptive text is a types of text that explained about description of something. The object that are usually discussed in descriptive text are people, animal, things. The purpose of descriptive text is to inform about the condition and characteristic of the object to the reader.

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[25]Rayendriani Fahmei Lubis, "English Education Writing Narrative Text."
[26]Putri Mega, "An Error Analyisis on the Use of Past Tense in Narrative Text," 2017, eprints.umsida.ac.id.

2) Narrative Text

Narrative text is a text that explained about telling story and telling the chronological that happened. The purpose of this text are entertain the reader and this text can also bring the reader in the story. This text usually telling about fable, legend, myth, faitytale. Moreover, the explanation would be countinued in next point.

3) Argumentative

Argumentative is a text where the content of paragraph show the controversial for the reader.

4) Expository

Expository is a text that tell a information to the reader. Thus, the content of this text contain persuasive element.

4. **Narrative Text**

   a. **Defenition of Text**

   Text is understood to be a piece ofb written of spoken material in its primary form (as opposed to a paraphrase or summary).

   b. **Narrative Text**

   Narrative is a basic writing strategy for presenting action. Writers use narrative for a variety of purposes: they illustrate and support their ideas with anecdotes, entertain readers with suspenseful stories, predict what will happen with scenarios, and explain how something should happen with process narrative.[27]So that the story seem to be like the facts or really happened in real life.

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[27]Saipul Anwar, "An Error Analysis on the Use of Simple Past Tense in Students Narrative Writing.," 2014, repository.uinjkt.ac.id.

Narrative text is a text, shich related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.Narrative text focuses on specific and usually individualized participants. It also uses material processes, behavioral and verbal processes, relational and mental processes. It is also uses temporal conjuctions and temporal circumstances. It always applies past tense in the narration.[28] In order to better understand when the story happened and how the story ends.

Narrative is kinds of academic writing text happen is the past with factual or imaginary experiences by using chronological order. For examples; myths, short story, fairy tale, fable and legend. The function is not only used to entertain and to amuse the reader but also give the social message, lesson or moral value from the story. Narrative writing places occurrences what happen according to natural time sequence. It means the narrative is a story or event that happened usually describe a process of action and it is told make a point or the explain and idea which is happening chronology. According George E. Wishon and Julia M. Burks says that narrative is the form of writing used to relate the story of acts events.[29] Narrative is a composition considered as a text.

Narrative is the form of writing used to relate the story of act events. Especially in novel or story, the act or process of feeling a story and narrative text have purpose to entertain or amuse the reader .A.S Hornby in Oxford Advanced Learner's Dictionary defines "Narrative is a description of events, especially in a novel or story, the act or

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[28]Herlina, "Developing Reading Narrative Text Material for Eight Graders of Junior High School" 2, no. 2 (2012): 149, http://journal.unnes.ac.id/sju/index.php/eej%0ADEVELOPING.

[29] George E. Wishon Julia M. Burks, *Let's Write English*,(New York: Liton Educational Publishing, 1980),p .378

process of feeling a story."[30]So that the reader better understands or better about the story.

It similarly with John Langan says, "Narration is a writer tells the story of something that happened" through narrative, we make statement clear by relating in detail something that has happened to us. So that reader is interesting and doesn't get borred reading the story or text narrative.[31]

c. Social of function

O'malley purpose of narrative may be to reflect entertain, inform,explain or persuade. There is fives way narrative can get some purpose:

1. Tell an exiting story.

    The purpose is to entertain or to interest the audience such as danger and suspence.

2. Illustrate a point about human nature

    Fairy tales and fables are fascinating speak about eternal truths that make a comment on human nature interest readers.

3. Make people laugh

    Real humor is probably the rarest talent.

4. Show an experience dramatically changed someone's life.

    Experience can fascinate others.

5. Get to the heart of a common, everyday occurrence.

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[30]A. S. Hornby, *Oxford Advanced,* p. 70

[31]Jhon Langan, *College Writing Skill with Reading* (New York: Holt, Rinehart and Wiston, 1996),P.94-96

Put to the reader in your place, describing your own feeling exactly.[32]The researcher inserted to choose the text. Because the researcher thinks many students having done camping, so they essay to understand this text.

c. Generic Structure of Narrative

The generic structure of narrative text are orientation, complication, sequence of event, resolution, and re-orientation.[33] A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that narrative text includes:

1. Orientation

    Orientation that sets the since (when and where) and introduces participants/character(who). Orientation will involves who, when and where the story. It will introduce the participant, place and informing the story. It is usually called as introduce of the story.

2. Complication

    Complication Where a crisis arrised and somethinghappened unexpectedly. Complication will be arise the problem of story. In complication will happen conflict that done by participants of story.

3. Resolution

    Resolution when the crisis is resolved in which the characters finally sort out the complication. Resolation will show the solution of the problems. The participant will solve the problem. It will give the end of story like better of worse/happily or happily ending.

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[32]J Michael O'Malley and Lorraine Vaides Pierce, *Authentic Assesment for English Learner's, (Addison Whesley Publishing Company, 1996), p. 138*
[33]Mark Anderson and Kathy Anderson, *Text Types in English2*, (South Yarra:Mcmillan,2003), p. 4

4. Coda

Coda is the describe reflection or evaluation the conflict about narrative.So, in generic structure of narrative text explains about orientations, complications, resolutions, and coda.

d.   **Dominant Language Features:**

1. Using Past Tense

2. Using action verb

3. Chronologically arranged

e. **Generic Feature of Narrative are:**

1. Characterization

2. Themeined about topic or idea in the story

3. Plot

f. **The Function of Component Narrative:**

1. Orientation

The function of orientation:

1) Content of topic an activity or event which wonderfully will be talked.

2) Should be interest and can provoke the readers to know specially.

3) Using adjective to describe personal attitude generally.

2. Complication

1) Content details about the activities or the events which problematic which are arrangedsequence from introduction, conflict until climax.

2) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally etc.

3. Grammatical features

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

2) Using verb of doing on predicate, such as ran out, got and bent etc. which describe the activities.[34]

Example narrative text

The Story of Ismail

One night, Ibrahim had a bad dream. He dreamt Allah told him to sacrifice Ismail. Ibrahim thought it was shaytan playing nasty tricks on him.The next night Ibrahim had the same horrid dream. Ibrahim knew that Allah would only ask him to do such a thing if he had good reason. Even though he loved his son dearly, he was prepared to do this difficult thing for Allah.

Ibraim told Ismail they had to go to Mount Arafat. He took a knife and a rope with him. On the way they passed a place called Mina. The devil, Shaytan, came to Ibrahim and tried to talk him out of sacrificing his son.Ibrahim turned his back on him and would not listen. When they reached Mount Arafat, Ibrahim told Ismail what Allah wanted him to do.

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[34]Rayendriani Fahmei Lubis, "English Education Writing Narrative Text."

Ismail listened and accepted what was to happen. He was an exceptional child. He too was a great prophet.Ismail told his father to tie his hands and legs and blindfold himself so he would not struggle and make his father even more upset than he was going to be and Ibrahim was blindfolded so he would not see his son suffer.Ibrahim did as Ismail had said. He then took the knife and did what Allah had told him to do. When he took the blindfold from his eyes he looked down, not at his son but at a dead ram. Ismail was at his side.

Ibrahim was afraid. He thought he had disobeyed but then he heard a voice telling him not to worry. Allah looks after his followers. Ibrahim and Ismail had passed a difficult test. Each year, during the month of Dhul Hijjah, many Muslims, from all over the world, travel to Makkah. They want to remember what Ibrahim and Ismail did. In the month of Dhul Hijjah these pilgrims go to Makkah, Mina and Arafat.

They visit places where Ibrahim and Ismail lived and preached. They give a sacrifice just as Allah commanded Ibrahim to do. The pilgrims sacrifice animals in memory of the deed. We must obey Allah's commands as Ibrahim and Ismail did. We obey by doing the things we know are right, praying, obeying our parents and always telling the truth.[35]

Example narrative text

The Battle Of Surabaya

10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender rtheir weaponry to British army. British Army at that time was part of the Allied Forces. The defiant Bung

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[35]KementerianPendidikandanKebudayaan "*Pendidikan Agama untukKelas X"(*Indonesia,2017),p.

Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons. However, a British plane from Jakarta dropped leaflets all over Surabaya.

The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed. On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.[36]

Example narrative text

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates.

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[36]Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Buku Bahasa Inggris Kelas*, 2017.

To thank him, the merchant allowed Malin Kundang to sail with him. MalinKundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village.

The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother.

She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.[37]

B. Review of the Related Finding

Talking About related findings, the writer finds some research have down done by others persons.

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[37]Indonesia.

First, Putri Mega the conclude that students of VIII F made errors in their writing. From the collecting data and the result of researcher's analysis Narrative text was made by students, most of them made a error in simple past and past continuous structure. They did not pay attention about changing of verb in past tense and past continuous, this statement was supported by the data which showed 52% students made errors in misformation part. Then, students also made errors in others type of errors. They are such as 22% students made errors in addition parts, 21% omission, 4,8 % Misodering. From the data, we could know that students VIII F had a problem about using tenses in narrative text. They were confused if using tenses was applied in paragraph.[38]

Second, AminahThere are four types of error that occurs on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran in the academic year of 2016/2017. Based on the research finding in chapter four, it shows that the students made total of 106 errors. The most dominant error students made is error of misformation with the percentage is 65.09% or amount 69 errors. the other percentage of errors are 20.75% or 22 for error of addition, 11.32% or 12 for error of omission and 2.83% or 3 for error of misordering.[39]

Third, Saipul Anwarthe concluded that misformation is the mostfrequent error made by the first grade students of SMA Dua Mei Ciputat with 82 of total errors or 54%. The second is omission with 40 of total errors or 26%. The next is misordering with 21 of total errors or 14%. The last is addition with 9 of total error or 6%.[40]

Fourth, Ahmad Taufik The findings of the research indicate that errors from the element of misinformation due to regularizations are the most frequently made errors by

[38]Putri Mega, "An Error Analyisis on the Use of Past Tense in Narrative Text."
[39]Aminah, "Error Analysis on The Use Simple Past Tense in English Narrative Text Written."
[40]Anwar, "An Error Analysis on the Use of Simple Past Tense in Students Narrative Writing."

the students. The data showed that almost 96 % of the students committed such errors related to the use of the simple present tense and 81 % committed such errors related to the use of the simple past tense.[41]

The last, Umar The found out that the students' errors are classified into addition, omission, and misformation, those were; errors by the students was 9 (75%) in formation, 7 (58.33%) in omission and 6 (50%) in addition. The concluded that there were six kinds of causal factors errors. Those were; adverb interference, copulative verb interference, word order terference,tenseforminterference, errors in over generalization, ignorance of rule restriction, and incomplete application.[42]

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[41]Ahmad Taufik, "Error Analysis on The Use of The SimpleTense and The Simple Past Tense in Writing Essays Among TESL College Students" 1, no. 12 (2013): 1–12, http:/repository.usd.ac.id.

[42]Umar, "An Analysis of Error on the Using Simple Past Tense Writing a Narrative Text" 10, no. 1 (2016): 21–26, unmasmataram.ac.id.

CHAPTER III

RESEARCH METHOD.

A. Place and Time of the Research

The Location of the research was at SMA Negeri 1 Batang Angkola Tapanuli Selatan. It was location at Jalan Mandailing KM 17 Pintu Padang. The Process Of research had been done from March 23th until September 27[th]2019.

B. Methodology of the Research

Methodology of research is descriptive qualitative research. Qualitiative research is based collect and analysis data So, it can be concluded that descriptive research means to analyze or make sense V1 (descriptive) about situation or even. It is used how analyze of Students Error Narrative Text at Grade X SMAN 1 Batang Angkola Tapanuli Selatan.

C. Sources of The Data

The sources of data divided into two parts, they are:

a. Primary data

The primary data was collected the students at SMA Negeri 1 Batang Angkola Tapanuli Selatan. The total of students were(27) twenty seven.

b. Secondary Data

The secondary data was collected from the English teacher and headmaster at SMA Negeri 1 Batan Angkola Tapanuli Selatan.

D. The Instrument Of the Research

1. Test

In this research the researcher use writing test in the class by ordering the students to write a narrative text. The researcher gave them two topics "Malin

Kundang", and "The Toba Lake". The write the test by used simple past tense. They are need in 60 minutes of the lesson time. So, the researcher is able to know about students error using simple past tense in writing narrative text.

After that researcher analyzed the error in each sentences to obtain value and result. The collect data of this study, the researcher had some procedures to answer the problem that students made in using past tense in writing narrative text. First, the researcher using test indicator "checklist to answer research problem the purpose test indiator checklist to help researcher or observer easy.

Test Indicator

NO	Narrative Text	Types of Errors			
		O	A	M	M
1	Malin Kundang				
2	Toba Lake				
Total					

Notes:

O : Omission

A: Addition

M: Misformation

M: Misordering

First, the researcher analyzed the students assignment and focused to analyze using past tense indicator. Second, the researcher clasified the types of erros and the

researcher gave check in the test indicator column based on student's error. Third, the researcher wrote the error sentences by students in error column. Fourth, the researcher wrote the correction of sentence in correction colomn. Fifth,the researcher described her analyzed with using qualitative descriptive method and using formula to help answer the research. The formula :

P= F/N X 100&=

P= Percentage

F= Frequency

N= Number of cases(total of frequency)

Technique of Collecting Data

a) The researcher made preparation of the test for students of related to the material, narrative text test.

b) The researcher gives time students choose oe the point namely:

1. Malin Kundang

2. The Lake Toba

c) The researcher explains what students to do.

d) The researcher gives time for doing or filling the essay.

e) The students make paragraph from essay after the students field it.

f) The researcher checked the test of students made test indicator.

E. Technique of Data Analysis

After data is collected, the researcher analyzes the data by using some step as suggested by Creswell as in the following:[1]

[1]John W. Creswell, Research Design: Qualitative Quantitative and Mixed Methods Approach, (USA: Sage Publication, 2003),p.190.

1) Editing of data, it will be done to arrange the data become a structured sentence systematically.

2) Reducting of the data, it will be done two seek the uncompleted data and put a side unnecessary.

3) Drawing conclusions, at this stage draw conclusions from the result of data that has been done. At this stage the conclusion is analyze errors using simple past tense writing in the text sentences.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Findings

Before the researchers do the research to their students. The first time researchers conducted self-introduction. The second researchers provide motivation to students. The three researchers asked their users about the narrative text. they answer to understand about the material only they do not understand present with past tense or first form verbs and second form verbs. Although like that researchers explain the material clearly before conducting research. four researchers gave tests to students to answer the tests given by researchers to students. The fifth provides instructions on how to answer the test. The six researchers gave students time to answer the tests given by the researchers. And finally the researcher collects the text. The researcher analyzes the student's test, after that it knows how many mistakes students have about omission, addition misformation and misodering (appendix 2 and 2).

1. Students' Error

This sections answer the first issue dealing with types of errors students made in their on using simple paste tense in narrative text. The researcher described each students' error in their writing. The researcher, classified them into four aspects, they are mossion, addition, misformation, misordering.

a. Omission

Omission error is characterized by absence of items that must appear in a well-formed utterance. There were 22 students made errors in omission, the total errors that

they in omisson. Students MR didn't have errors item in omission. Students NA had 2 errors items by omission there were in paragraph two (Appendix 2 and appendix 3)

The next students DH had 3 errors item in omission. There were one error in paragraph one, one error in paragraph two, and one error in paragraph three Appendix 2 and appendix 3). The next students MH had 2 errors item in omission. There were in paragraph (appendix 2 and appendix 3). The next student SM had 3 errors item in omission. There were one error in paragraph one and two errors in paragraph three (appendix 2 and appendix 3).

The next student NI had 8 errors item in omission there were three errors in paragraph one and five errors in paragraph three (appendix 2 and appendix 3).The next student NH didn't have errors item in omission. The next student MK had 3 errors item in omission there were one error in paragraph one and three erros in paragraph three (appendix 2 and appendix 3).

The next student WT had 2 error in item omission. There were in paragraph one (appendix 2 and appendix 3). The next student AI had 5 errors item in omission. There were three errors in paragraph one, one in paragraph two, and one error in paragraph three (appendix 2 and appendix 3). The next student MA had two errors item in omission. There were one in paragraph two and two in paragraph three (appendix 2).

The next student MAK had 3 errors item in omission. There were one in paragraph two and two in paragraph three (appendix 2). The next students WA didn't have errors item in omission. The next students ID had 2 errors item in omission. There were two in paragraph two (appendix 2)

The next students NB didn't have errors in omission. The next student RK had 1 error item by omission. There were in paragraph one (appendix 2). The next student AH had 3 errors item in omission. There were two errors in paragraph two and one error on paragraph three (appendix 2). The next students AM had two errors item in omission. There were one in paragraph two and one in paragraph three (appendix 2).

The next students AZ had 1 error item by omission. There were in paragraph three (appendix 2). The next student FR had 3 errors item in omission. There were one in paragraph one, one error in paragraph two and one error in paragraph three (appendix 2).The next students ES one had 1 error item by omission. There were in paragraph two (appendix 2).

The next student RJ had 2 errors item by omission. There were one error in paragraph two and one error in paragraph three. The next student MJ didn't have error item in omission. The next student RI had 2 errors item in omission. There were one error in paragraph two and one in paragraph three (appendix 2). The next students DI had three error items in omission. There were one error in paragraph one and one error in paragraph two (appendix 2).

The next student TS had 2 errors item in omission. There were one error in paragraph one and one error in paragraph two (appendix 2). The last NA had one error item in omission. There were in paragraph one. So, there were in omission was 55, and then the grand total of errors occurred was 508 (Appendix 4).

b. **Addition**

Addition characterized by the presence of items. There were 26 six students made errors in addition, the total errors that they in addition 11. The first, the student MR had 4

errors item in addition. There were one error in paragraph one, two errors in paragraph two and one error in paragraph three (appendix 2 and appendix 3).

The next student NA had 5 errors item in addition. There were three errors in paragraph one and two errors in paragraph (appendix 2 and appendix 3). The next student DH had 3 errors item in addition. There were one error in paragraph one and two errors in paragraph two (appendix 2 and appendix 3).

The next student MH had 4 errors item in addition. There were two errors in paragraph one and two errors in paragraph two (appendix 2 and appendix 3). The next students SM had 10 errors in addition. There were two errors in paragraph one, two errors in paragraph three and four in paragraph three (appendix 2 and appendix 3).

The next students NI had 11 errors item in addition. There were five errors in paragraph one, three errors in paragraph two, and three errors in paragraph three (appendix 2 and appendix 3). The next student NH had 3 errors item in addition. There were one error in paragraph one, one error in paragraph two and one error in paragraph three (appendix 2 and appendix 3).

The next student MK didn't had error item by addition. The next student WT had 12 errors item in addition. There were three errors in paragraph one, four errors in paragraph two and five errors in paragraph three (appendix 2 and appendix 3). There next students AI had 3 errors item in addition. There were three errors in paragraph three (appendix 2 and appendix 3).

The next student MA had 4 error items by addition. There were two errors in paragraph one, one error in paragraph two and three (appendix 2).   The next student

MAK had 7 errors item in addition. There were one error in paragraph one, five errors in paragraph two and one error in paragraph three (appendix 2).

The next student WA had 4 errors item in addition. There were one error in paragraph two, two errors in paragraph three and one error in paragraph three (appendix 2). The next student ID had 5 error item in addition. There were two errors in paragraph one, two errors in paragraph two and one error in paragraph three (appendix 2).

The next student NB had 5 errors item by addition. There were error one in paragraph one, three errors in paragraph two and one in paragraph three (appendix 2). The next student RK sad 4 errors item in addition. There were two errors in paragraph one, one error in paragraph two and one error in paragraph three (appendix 2).

The next students AH had 3 errors item in addition. There were one in paragraph one, two errors paragraph two (appendix 2). The next student AM had 3 errors item in addition. There were one error in paragraph one and two errors in paragraph three (appendix 2). The next student AZ had 2 erros item in addition. There were one paragraph one, one in paragraph two (appendix 2).

The next students FR had 2 errors items in addition. There were one paragraph on, one in paragraph two (appendix 2). The next students ES had 6 errors item in addition. There were one error in paragraph one, one error in paragraph two and three errors in paragraph three (appendix 2).

The next student RJ had 3 errors item in addition. There were one error in paragraph one and two errors in paragraph two (appendix 2). The next student MJ had 4 errors item in addition. There were two in paragraph one, one errorin paragraph three and one error paragraph four (appendix 2).

There next student RI had 2 errors item in addition. There were two error in paragraph two (appendix 2). There were next student DI had 2 errors item in addition. There were two errors in paragraph three (appendix 2). The next student TS had 2 errors items by addition. There were two errors in paragraph two (appendix 2). The last student NA had 8 error items by addition. There were two errors in pargraph one, two errors in paragraph two. And four in paragraph three (appendix 2). So, the error in addition were 121, and then the grand total of error item occurred were 508.

c. Misformation

Misformation characterized by incorrect formation of group the morphemes in an uterence. There were 27 students, the total that they in misformation. The first, student MR had 14 errors item in misformation. There were nine errors in paragraph one and four paragraph two (appendix 2 and appendix 3).

The next students NA had 8 errors item in misformation. There were four errors in paragraph one, two errors in paragraph three (appendix 2 and appendix 3). The next students DH had 11 errors item in misformation. There were three errors in paragraph one, five errors in paragraph two, and three errors in paragraph three (appendix 2 and appendix 3).

The next student MH had 12 errors item in addition. There were four errors in paragraph one, six errors in paragraph two, and two errors in paragraph three (appendix 2 and appendix 3). The next student SM had 11 errors item in misformation. There were three errors in paragraph one, three errors in paragraph three and five errors in paragraph three (appendix 2 and appendix 3).

The next students NI had 11 errors item in addition. There were four errors in paragraph one, three errors in paragraph two, and four errors in paragraph three (appendix 2 and appendix 3). The next NH had 14 errors item in addition. There were five errors paragraph one, four errors paragraph two, and five errors paragraph three (appendix 2 and appendix 3).

The next student MK had 10 errors item in misformation. There were six errors in paragraph one, two errors in paragraph two and two errors in paragraph three (appendix 2 and appendix 3). The next student WT had 15 errors item in addition. There were four errors in paragraph one, seven errors in paragraph two, and four errors in paragraph three (appendix 2 and appendix 3). The next student AI had 7 errors item in misformation. There were four errors in paragraph one, one error in paragraph two. And two errors in paragraph three (appendix 2 and appendix 3).

The next students MA had 18 errors item in misformation. There were five errors in paragraph one, six errors in paragraph two and seven errors in paragraph three (appendix 2). The next students MAK had 6 errors item in misformation. There were three errors and paragraph one, two errors in paragraph two, and two errors in paragraph three (appendix 2).

The next student WA had 12 errors item in misformation. There were four errors in paragraph one, three errors in paragraph two, and five errors in paragraph three (appendix 2). The next students ID had 7 errors item in misformation. There were two errors in paragraph one, three errors in paragraph two, and three errors in paragraph three (appendix 2).

The next student 15 had NB errors item in misformation. There were four errors in paragraph one, four errors in paragraph two, four errors in paragraph three, and one error in paragraph four (appendix). The next student RK had 16 error item by misformation. There were teen errors in paragraph one, five errors paragraph two and one paragraph three (appendix 2).

The next students AH had 11 errors item in misformation. There were three errors in paragraph one, four errors in paragraph two and four errors in paragraph three (appendix 2). The next student AM had 11 errors item in misformation. There were three errors in paragraph one, three errors in paragraph two and five errors in paragraph three (appendix 2).

The next student AZ had 10 errors item in misformation. There were three errors in paragraph one, three errors paragraph two and four errors in paragraph three (appendix 2). The next students FR had 14 errors item in misformation. There were five errorsin paragraph one, four errors in paragraph two and five errors in paragraph three (appendix 2).

The next student ES had 12 errors item in misformation. There were three errors in paragraph one, three errors in paragraph two, and six errors in paragraph three (appendix 2). The next student RJ had 13 errors item in misformation. There were four errors in paragraph one, three errors in paragraph two, and errors in paragraph three (appendix 2) .

The next student MJ had 16 errors item in misformation. There were four errors in paragraph one, five errors in paragraph two, and seven errors in paragraph three (appendix 2) . The next student RI had 13 errors items in misformation. There were three

errros in paragraph one, four errors in paragraph two, and six errors on paragraph three (appendix 2) .

The next student DI had 8 errors item in misformation. There were six errors in paragraph one, one error in paragraph two, one in paragraph three (appendix 2). The next student TS had ten error items in misformation. There were three errors in paragraph one, four errors in paragraph two, three errors in paragraph three(appendix 2). The next student NA had 9 errors item in misformation. There were two errors in paragraph one, three errors in paragraph two and four errors in paragraph three (appendix 2).So, the error in misformation were 312, and then the grand total of errors item occurred were 508.

d. Misordering

Misodering characterized by incorrect placement group of in an utterences, there were 9 students' that in misodering. The first Student MR had one error item in misordering. There were in paragraph one (appendix 2 and appendix 3). The next student MH had 2 errors item in misodering. There were in paragraph one and two (appendix 2 and appendix 3).

The next students SM had one error item in misodering. There were in paragraph two (appendix 2 and appendix 3). The next student 6 had 2 errors item in misodering. There were in paragraph one (appendix 2 and appendix 3). The next student NH had one error item in misodering. There were in (appendix 2 and appendix 3). The next student WT had one error item in misodering. There were in (appendix 2 and appendix 3).

The next student AI had 9 errors item in misodering. There were (appendix 2 and appendix 3). The students 12 had one error item in misodering. There were in (appendix 2). There were student DI had 2 errors item in misodering. There were in (appendix 2)

So, the error in misodering were 20, and then the grand total of error item occurred were 508.

Recapitulation of Data

NO	Error	Total
1	Omission	55
2	Addition	121
3	Misformation	312
4	Misordering	20
Total		508

2. **Students' Dominant Error**

This section answer the seconds issue dealing with finding of students' dominant error on using simple past tense in writing narrative text. After analyzed the students' error, the following table recapitulation of students' error on using simple past tense in writing narrative text.

a. **Omission**

After analyzed the data the researcher found that total errors commited by students were 55 errors in omission. Students' error in omission with total percentages 11%. From observation checklist data this case happened because students omitted structure of sentence that should be write in their sentence. (Appendix 4)

b. **Addition**

In the addition analyzed researcher found that total errors committed by students were 121 of errors addition. Students' error in addition with total percentages 24%. From

44

observation checklist data this case happened because students add morpheme that sould not need to be added in the sentence. (appendix 4)

c. Misformation

In the misformation analyzed researcher found that total errors committed by students were three hundred twelve of error misformation. Students' error in misformation with total percentages 61% From observation checklist data, the researcher concluded if the students did not pay attention verb in past tense. This case happened because student did not know how to change to be in the past tense. (appendix 4)

d. Misordering

The last, in misordering analyzed researcher found that total error committed by students were twenty of errors misordering. Students' error in misordering with total percentages 4%. This case happened because students made incorrect placement in their writing.

So, misformation errors was dominat error on using simple past tense in writing narrative text by students at grade SMA Negeri 1 Batang Angkola Tapanuli Selatan. (appendix 4)

The formula

P= F/N X 100&=

P= Percentage

F= Frequency

N= Number of cases(total of frequency)

Recapitulation of Data

NO	Error	Total

1	Omission	11%
2	Addition	24%
3	Misformation	61%
4	Misordering	4%
Total		100%

Recapitulation students' dominant error
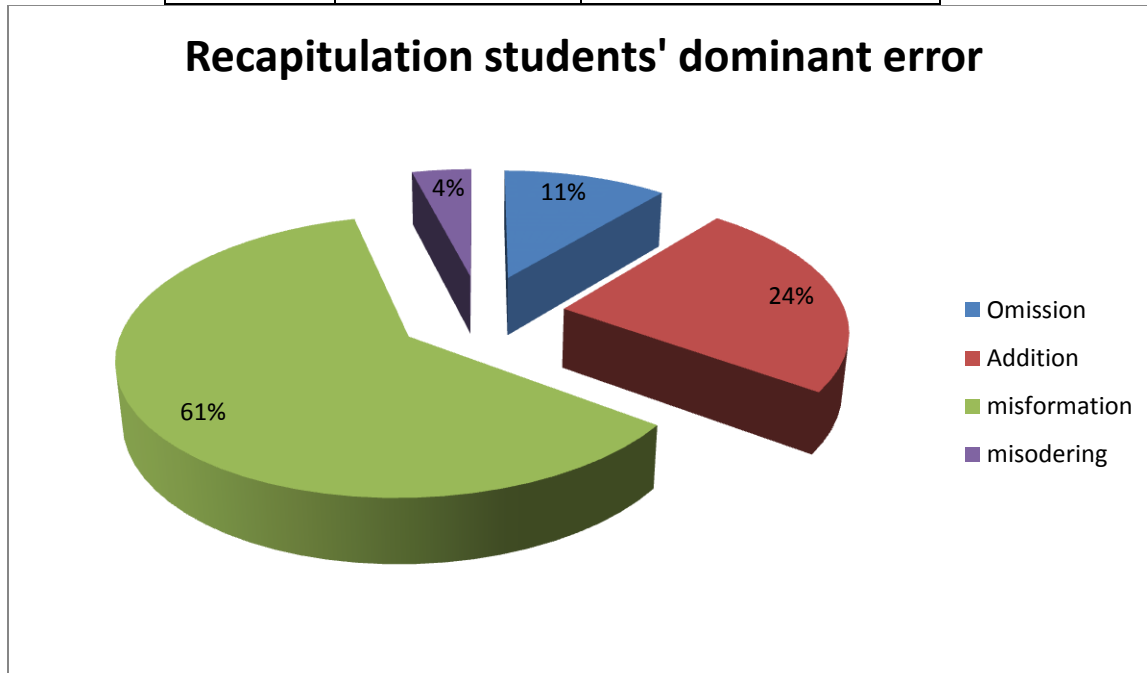
Omission= 55/508X 100% = 11%

Addition=121/508 X 100% = 24%

Misformation=312/508 X 100 = 61%

Misordering=20/508 X 100 = 4%

B. Discussion

The result of the research with tittle "Students' Error on Uisng Simple Past tense in Writing Narrative Text. Were fifty hundred eight items of errors. They were fifty five items by omission. The next, one hundred one items by addition. The next, three hundred twelve items by misformation. The last twenty items by misordering.

There were sameness and dissent of finding in this research. The First, the result of the research of from Putri the students had 52% errors item in misformation, 22% errors in addition, 21% omission part, 4,8 % Misodering part[1]. The result of the researcher with putrid mega same, the researcher agree with her because the researcher had the result students' error in omission with percentages 11%, in addition with percentages 24%, in misfomation with percentages 61%, in misodering With percentages 4%.

The Second, Aminah the most students'dominant error in misformation with the percentage is 65.09% . Students' error 20.75% in addition, 11.32% or 12 for error of omission and 2.83% or 3 for error of misordering[2]. The result of the research from the researcher same with aminah but it's just different percentages. The researcher, the researcher had the result students' error in omission with percentages 11%, in addition with percentages 24%, in misfomation with percentages 61%, in misodering With percentages 4%.

The Third, Saipul Anwar students' error in misformation 54%. Students' error in omission 26%. Students' error in misordering 14%. The last is addition 6%[3]. The researcher not agree because result of the researcher different with Saipul anwari in part two, there are omission, misodering and addition. the researcher had the result students error in omission with percentages 11%, in addition with percentages 24%, in misfomation with percentages 61%, in misodering With percentages 4%.

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[1]Putri Mega, "An Error Analysis on the Use of Past Tense in Narrative Text," 2017, 10, eprints.umsida.ac.id
[2]Aminah, "Error Analysis on the Use Simple Past Tense in English Narrative Text Written," 2017, e-repository.perpust.iainsalatiga.ac.id.
[3]SaipulAnwar, "An Error Analysis on the Use of Simple Past Tense in Students Narrative Writing."2014, repository.uinjkt.ac.id

Fourth, Ahmad Taufik the data showed that almost 96 % of the students committed such errors related to the use of the simple present tense and 81 % committed such errors related to the use of the simple past tense[4]. The researcher not agree with of the result Ahmad Taufik different because TSaufik just analyzed tenses, simple present and past tense. While the researcher analyzed misformation, misodering, omission, addition.

The last, Umar The found students was (75%) in misformation, 7 (58.33%) in omission and 6 (50%) in addition. the researcher had the result students error in omission with percentages 11%, in addition with percentages 24%, in misfomation with percentages 61%, in misodering With percentages 4%.

The result of this researcher with title "Students Error On Using Simple Past Tense In Writing Narrative Text At Grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan". The researcher, found that 55 items cased by omission with percentages 11%. The next, researcher found that 121 by items caused in addition with percentages 24%. The next, researcher found 312 by items caused in misformation with percentages 61%. The last, researcher found 20 items caused in misodering With percentages 4%.

So misformation was dominant error on using simple past tense in writing narrative text by students of grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan.

C. Threats of The Research

The researcher found the threats of the research as follow:

1.   The students were difficult difference verb1 and verb2 when researcher asked.

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[4]Ahmad Taufik, "Error Analysis on the Use of the SimpleTense and the Simple Past Tense in Writing Essays Among TESL College Students" 1, no. 12 (2013): 1–12, http:/repository.usd.ac.id.

2. The students were not serious while learning process. The were not concentrating in following learning process.

3. The students were too enthusiastic in discussing the text. It made them be not followed the rule of treatment.

4. In class was not comfortable because near to the canteen that most student looked to it and not focus study.

5. Some of them talked to their friends and some of them did something outside the teacher's rule clearly, it made them can't get the teacher's explanation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of test which are done by the research about students error on using simple past tense in writing narrative The conclusion are:

1. The students' error analysis on using simple past tense in narrative text have 508. Students error in omission is fifty five items. The next error were 121 itemserrors in addition. The next errors were 312 item errors in misformation. The last errors were 20 item, students error by misodering.

2. The students' dominant error on using simple past tense in writing narrative text is caused by misformation. Students' error in misformation with percentages 61%.

B. Sugestion

Based on the conclusion above, researcher gave some suggestion as follow:

1. For English Teacher

The researcher hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Besides that, the English teacher is able to use the interesting media like using English diary to improve the students' ability in writing. After, the teacher read this study they more careful to check using grammar that made by students. Therefore, teacher can found new method to teach grammar not only simple past. So, teacher can guide the students to make narrative text with correct tenses. Moreover, the English teacher should explain more about tenses and changing of verb in tenses strutural. Then, teacher should motivate students to practice writing and asking the teacher if he finds it difficult.

2. For The Students

This research can be used to help students in writing. It means student can practice to make narrative text. If students often practice to make narrative paragraph everyday, students will accustomed to write with less mistake. Besides, students are more careful to use their tenses in their narrative text.

3. For TheResearch

This research be used references in next research about types errors based on others expert and different text. The purpose is this research could supported other research and find solution to solve errors that made by students in Indonesia.

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APENDIX 1

Instrument for test

A. PETUNJUK

1. Pilih salah satu topic yang diberikan oleh peneliti untuk mengarang teks narrative.

2. Jika ada yang kurang jelas tanyakan langsung peneliti.

3. Waktu yang tersedia 60 menit.

B. SOAL

1. Choose one of the topic then write narrative text by using simple past tense.

a. Malin Kundang

b. The Lake Toba

APPENDIX 2

1. Chose one of the toic then writte narrative text b using simple past tense.

   a. Malin Kundang

   b. The Lake Toba

Nama:

Kelas:

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APPENDIX 3

The identification of Errors By Student 1"Malin Kundang"

Sentence	Type of Errors				Error	Correction
	O	A	Mf	Mo		
Sentence 1		✓	✓		Once upon a time, lived mother and her child this **name is** Malin.	Once upon a time, liveda mother and her child this **named** Malin.
Sentence 2			✓		Malin **is** smart but little naughty	Malin **was** smart but tittle naughty
Sentence 3			✓		He **is** happy chicken ran until once upo a time	He **was** happy chicken ran until once upo a time
Sentence 4			✓		Malin **Feel** sad look his mother strong work.	Malin **Felt** sad look his mother strong work.
Sentence		✓	✓		He **to** broken to	He broke to

5						wonder to other side country and to hope be people very rich	wonder to other side country and to hope be people very rich
Sentence 6				✓		He **follow** a ship captain t go sail	He **followed** a ship captain to go sail
Sentence 7				✓	✓	**Mother his is** loyal with go home her child in part every day	**His mother was** loyal with go home her child in part every day
Sentence 8				✓		She **hope** her child go home to her village and met her	She **hoped** her child go home to her village and met her
Sentence 9				✓		Once upon Malin **sail** to his village	Once upon Malin **sailed** to his village
Sentence 10				✓		This moment his mother **see** his of port	This moment his mother **saw** his of port
Sentence 11				✓		She saw injury prints in Malin	She saw injury prints in Malin

Sentence					Error	correction
					hand until she certain that he **is** her child	hand until she certain that he **was** her child
Sentence 12		✓	✓		Mother to **embrace** Malin	Mother **embraced** Malin
Sentence 13				✓	Malin **push** his Mother to down	Malin **pushed** his Mother to down
Sentence 14				✓	Malin **taunt** his mother	Malin **taunted** his mother
Sentence 16		✓			His mother **to** prayed to Allah	His mother prayed to Allah

The identification of Errors By Student 2"Malin Kundang"

Sentence	Type of Errors				Error	correction
	O	A	Mf	Mo		
Sentence 1				✓	There were young man **name** Malin kundang	There were young man **named** Malin kundang
Sentence		✓	✓		He **is appealing**	He **appealed** his

2					his mom	mom
Sentence 3			✓	✓		His mom **is going** to town	His mom **went** o town
Sentence 4			✓	✓		His mom **is can** to going to town	His mom **could** to going to town
Sentence 6				✓		He **marriage** swith child of king	He **married** with child of king
Sentence 7			✓	✓		He **is come** back to village with the wife	He **came** back to village with the wife
Sentence 8			✓	✓		The mom **is to fee**l very happy	The mom **felt** very happy
sentence 10					✓	He **become** stone	He **begin** stone

The identification of Errors By Student 3"Malin Kundang"

Sentence	Type of Errors				Error	correction
	O	A	Mf	Mo		
Sentence 2			✓	✓		Everyday he **issell** cake in the beach.	Every he**sold** cake in the beach.

						Incorrect	Correct
Sentence 3			✓			One day a fisherman **call** he for moving	One day a fisherman **called** he for moving
Sentence 4				✓		He **question to** him mother	He **asked to** his mother
Sentence 5	✓					His mother agree	His mother **was** agree
Sentence 8				✓		He **finish** in a castle	He **finished** in a castle
Sentence 9		✓		✓		He **is working** for king	He **worked** for king
Sentence 10		✓				He **is** fell in love to princess	He fellin love to princess
Sentence 12	✓			✓		The king **deat** because sick.	The king was **death** because sick.
Sentence 13				✓		Malin kundang **pick** up king in the castle	Malin kundang **picked** up king in the castle
Sentence 15	✓			✓		After that, Malin **push** mother and said "**you**	After that, Malin **pushed** mother and said "you

					not my mom"	**were not** my mom"
sentence 18				✓	He **become** stone	He **begin** stone

The identification of Errors By Student 4"Malin Kundang"

Sentence	Type of Errors				Error	correction
	O	A	Mf	Mo		
Sentence 1		✓	✓		There lived a mother and child his **name is** Malin Kundang	There lived a mother and child his **named** Malin Kundang
			✓		Malin kundang **is** a child the smart but a little bad	Malinkundang**w** **Was** a child the smart but a little bad

Sentence 3	✓	✓		✓		One upon a time he **is chase** a chicken and fell and then in **sick his hand** the was not able lost	One upon time he **chased** chicken and fell and then **his hand stick the was not** able lost
					✓		
Sentence 4				✓		Malin **feel** sad looking condition his mother	Malin **felt** sad looking condition his mother
Sentence 5				✓		He intent for assist his mother **to go** abroad to city.	He intent for assist his mother **went to** abroad to city.
					✓		
Sentence 5				✓		He **ask** permission to his mother	He **asked** permission to his mother
Sentence 6				✓		He also **depart** short story	He **departed** shot story
Sentence 7		✓		✓		He **to reach** to	He **reached** to

Sentence					Error	correction
					city	city
Sentence 8		✓		✓	He **is find** a king, princess and they also friends	He **found** a king, princess and they also friends
Sentence 9		✓	✓		Finally they **is marry**	Finally **they married**
Sentence 12	✓				Malin **not acknowledge** his mother as mother bridle	Malin **didn't acknowledge** his mother as mother bridle
sentence 14				✓	He **become** stone	He **begin** stone

The identification of Errors By Student 5"Malin Kundang"

Sentence	Type of Errors				Error	correction
	O	A	Mf	Mo		
Sentence 1			✓		A long time ago, **live** a mother and a child.	A long time ago, **lived** a mother and a child.
Sentence 2		✓	✓		The **name is**	The **named**

					Malin kundang	Malin Kundang
Sentence 3	✓				Malin **a children** the smart	Malin **was a child** the smart
Sentence 4		✓		✓		Once a upon a time he **is chace** a chicken and falled	Once a upon a time he **chaced** a chicken and falled
Sentence 5		✓		✓		Malin**to fell** sad looking conditions	Malin **felt** sad looking conditions
Sentene 6		✓				She **is** intend for assist	She **intend** for assist
Sentence 7		✓		✓	✓	His mother **with to go abroad** to city	His mother **went to abroad** to city
Sentence 8		✓		✓		He **is ask** permission at his mother	He **asked** permission at his mother
Sentence 9		✓		✓		He **is depart** short story	He **departed** short story

Srntence 10		✓		✓		He **is reach** to city	He **reached** city
Sentence 11				✓		They **marry**	They **married**
Sentence 12		✓		✓		His mother **to feel** fidgety and decided for hunt his child	His mother **felt** fidgety and decided for hunt his child
Sentence 13		✓				His mother matched **his Malinchild**	His mother matched **his child**
Sentence 14	✓					Malin **not** acknowledge his mother	Malin**didn't acknowledge** his mother
sentence 16				✓		He **become** stone	He **begin** stone

The identification of Errors By Student 6"Malin Kundang"

Sentence	Type of Errors				Error	correction
	O	A	Mf	Mo		
Sentence 3	✓		✓		**He very** bored **they a live**	He **was very** bored **they a**

							lived in village
Sentence 4		✓		✓		He **to decide** to a Padang	He **decided** to a Padang
Sentence 4		✓				His mother **to went** to leave home	His mother **went** to leave home
Sentence 5					✓	With he lived his mother Padang	He lived with his mother in Padang
Sentence 6		✓ ✓		✓		Malin also **to depart** with **to** bike	Malin also **departed** with a bike
Sentence 6	✓					Mali also departed with **bike**	Malin also departed with **a bike**
Sentence 7				✓	✓	Fisherman **to when city**	Fisherman **went to city**
Sentence 8	✓			✓		**Arrive** in city	**He Arrived** in city
Sentence 9		✓		✓		He **to gain**	He **gained**

						activity that not bad good	activity bad good
Sentence 10	✓					**They also** happy	They **also was** happy
Sentence 11	✓	✓				Malin and **to wife went** to village	Malin and **his wife** went to village
Sentence 12				✓		Malin also **arrive**	Malin **arrived in village**
Sentence 13		✓		✓		His mother **to speak**	His mother **said**
Sentence 14		✓		✓		He **to kick** his mother	He **kicked** his mother
Sentence 15	✓			✓		**You nothismother**	You **were not my** mother
Sentence 16				✓		**His mother** already dead	**My mother** already dead
Sentence 17				✓	✓	He **to become** stone	He **begin stone**
sentence 18					✓	He **become** stone	He **begin** stone

The identification of Errors By Student 7"The Lake Toba"

Senten ce	Type of Errors				Error	correction
	O	A	Mf	Mo		
Sentenc e 2		✓	✓		Young man **is name** Toba	Young man **named** Toba
Sentenc e 4			✓		Toba **like** fish	Toba l**iked** fish
Sentenc e 5			✓		One day toba **go** to fishing	One day **went** to fishing
Sentenc e 6			✓		**Don't** last time fishing the god fish	**Didn't** last time fishing the god fish
Sentenc e 7			✓		He **go** to home and felt	He **went** to home and felt to make this fish
Sentenc e 8			✓		One this fish **make** to sister was beautiful	One this fish **made** to sister was beautiful
Sentenc		✓		✓	A fish **give**	A fish **gave**

e 9					condition **is** **didn't** ever sald	condition **didn't** ever sald
Sentenc e 10			✓		Toba was agreed **don't** long time	Toba was agreed **didn't** long time
Sentenc e 11			✓		They **have** a child	They **had** a child
Sentenc e 12			✓		His **name** Samosir	His **named** Samosir
Sentene 13		✓	✓		One day Samosir **to order** his mom.	One day Samosir **ordered** his mom.
Sentenc e 14			✓		Suddenly Toba**is** angryhe said "principle your're child the fish".	Suddenly Toba **was** angry he said principleyour're child the fish".
Sentenc e 15			✓		Samosir **run** and go home.	Samosir **ran** and go home.
Sentenc e 16			✓		Toba **go** home to the village	Toba **went** home to the village

The identification of Errors By Student 8"The Lake Toba"

Sentence	Type of Errors				Error	correction
	O	A	M	Mo		
Sentence 1			✓		Once upon a time lived a young man **name** Toba.	Once upon a time lived a young man **named** Toba.
Sentence 2			✓		He **live** in his simple house and to work as a farmer and as a fisher	He **lived**in his simple house and to work as a farmer and as a fisher
Sentence 3			✓		Toba **is** a good fisher	Toba **was** good fisher
Sentence 4	✓				One day his **strike a big** fish, but fantastic.	One day his strike **was a big** fish, but fantastic
Sentence 5			✓		The fish **can** to change was a beautiful girl named Duma	The fish **could** to change was a beautiful girl named Duma

Sentence 6				✓		His **want** to marry her	His **wanted** to marry her
Sentence 7				✓		Finally Duma and Toba **is** wedding	Finally Duma and Toba **were** wedding
Sentence 8				✓		Shortly they **have** a son named Samosir	Shortly they **had** a son named Samosir
Sentence 9				✓		Samosir **is** a bad guy and he liked to snap his parents.	Samosir **was** a bad and to he liked to snap his parents.
Sentence 11				✓		Samosir **eaten** his father lunch to reach at the and of all.	Samosir ate father lunch to reach at the and of all
Sentence 12	✓					**Toba very** angry because	**Toba was very** angry because all.
Sentence 12				✓		Toba **say**" base fish son".	Toba **said** "fish son".
Sentence 13	✓					**Samosir very** sad and to back home.	Samosir **was** very sad

The identification of Errors By Student 9 "The Lake Toba"

Sentence	Type of Errors				Error	correction
	O	A	Mf	Mo		
Sentence 3			✓		**A children**name is**Samosir**	**A child** named Samosir
Sentence 3		✓	✓		A child **name** **is**Samosir	A child **named** Samosir
Sentence 4		✓	✓		His father **name** **is** Toba	His father **named** Toba
Sentence 5		✓	✓		Father Samosir **go to** the rivefor Fishing fish	Father Samosir **went** the rive for fishing fish.
Sentence 6		✓	✓		He **is have** fish gold	He had fish good

Sentence 7			✓		**He is** very happy	**He was** very happy
Sentence 7	✓		✓		Because **have fish**	Because **he had** fish
Sentence 8		✓	✓		He **bring to to bring** the fish to the home	He **brought** fish to the home
Sentence 9			✓		He **is the** sock	He **was the** sock
Sentence 10		✓	✓		He **is beloved** the women	He **beloved** the woman
sentence 11		✓	✓ ✓		They married and **have** one child **name is**samosir	They married and **had** one child **named samosir**
sentence 12		✓	✓		She **to order** the child to accompany	She **ordered** the child accompany

			✓		A child **see** friend just plays	A child **saw** friends just plays
sentence 14		✓		✓	**child the to** stopped for plays	**the child** stopped for plays
sentence 15		✓	✓		father **to feeling** hungry	father **felt** hungry
sentence 17		✓	✓		his father **near**	his father **neared**
sentence 18	✓	✓			father **to said** to **child**	father **said** to **his child**
sentence 19			✓		he **is** child fish	he **was** child fish

The Identification of Errors By Student 10"Malin Kundang"

Senten ce	Type of Errors				Error	correction
	O	A	Mf	Mo		

sentence 1			✓	✓	there **is** Malin kundang and **mother his**	there **was** Malin kundang and **his mother**
sentence 2	✓			✓	they **poor very**	they **was very** poor
sentence 4			✓		malin **promise** to mother his	malin **promised** to his mother
sentence 5	✓		✓		mam I **go to** foreign country	mam I **went** to foreign to the country
sentence 7	✓		✓		I **go to** foreign **to country** half	I **went**to foreign to country half
sentence 8	✓			✓	his to mother permission malin for went	malin was permission for go to his mother

sentence 10	✓				✓	he **not go** to stay **his mother**	he **did not** go to stay **his mother**
sentence 11					✓	every day **mother malin** always went to lake for look malin.	every day **his mother** always went to lake for look mother
sentence 12		✓	✓	✓	**mother his look** a boat **a** coming	**his mother looked** a both coming
sentence13					✓	**mother his** went for **look**	**his mother** went for **look**
sentence 13	✓				✓	**Malin not** admit **mother malin**	Malin**did not** admit **his mother**
sentence 14				✓	✓	**after that mother malin** prayed	after that hi smother prayed

sentenc e 15			✓	✓	He **to become** stone	He **begin** stone
Sentenc e 16			✓	✓	Malin **to become** stone	Malin **begin** stone

Appendix 4

Students	Types of Errors			
	Omission	Addition	Misformation	Misoerdering
Students 1	0	4	14	1
Students 2	1	5	8	0
Students 3	3	3	11	0
Students 4	2	4	12	2
Students 5	3	10	11	1
Students 6	8	11	11	2
Students 7	0	3	14	1
Students 8	3	0	10	0
Students 9	2	12	15	1
Students 10	5	3	7	9
Students 11	2	4	18	0
Students 12	3	7	6	1
Students 13	0	4	12	0
Students 14	2	5	7	0
Students 15	0	5	13	0
Students 16	1	4	16	0
Students 17	3	3	11	0
Students 18	2	3	11	0

Students 19	1	2	10	0
Students 20	3	2	14	0
Students 21	1	6	12	0
Students 22	2	3	13	0
Students 23	0	4	16	0
Students 24	2	2	13	0
Students 25	3	2	8	2
Students 26	2	2	10	0
Students 27	1	8	9	0
Total	55	121	312	20
508				

APPENDIX 5

NO	
1	Mora Rizqy Awaluddin Lubis
2	NurAsiah
3	Della Hikmah Reviani Tanjung
4	Murni Hasibuan
5	Samira
6	Nurlaila Ihtar
7	Nadiyah Hasibuan
8	Mupida Khairani
9	Wilda Tul Fitri
1O	Ade Irma
11	Muhammad Anwar Harahap
12	Muhammad Akhir Harahap
13	Winda Apriani

14	Indah Dalimunthe	
15	Ninis Berlian	
16	Rosliana Khairani	
17	Azgar Hari Siregar	
18	Amanda	
19	Andini Zahra	
20	Fadhilla Rizky	
21	Emma Sari	
22	Raudhatul Jannah	
23	Miftahul Jannah	
24	Ririn Indriani	
25	Desi Indriani	
26	Tampan Syaputra	
27	Nuranisah	
Total	27 students	

APPENDIX 6

November 2018

Nomor   : /In.14/E.6a/PP.00.9/11/2018
Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. Rayendriani Fahmei Lubis, M. Ag. **(Pembimbing I)**
2. Yusni Sinaga, S.Pd., M.Hum   **(Pembimbing II)**

di–Padangsidimpuan

  Assalamu'alaikum Wr. Wb.
    Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

    Nama   : Melisa Nurhamidah
    NIM   : 1520300074
    Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris
            Bahasa Inggris
    Judul Skripsi   : **Students' Error in Using Simple Past**
           Tense in   Writing Narrative Text at
           Grade X SMA Negeri 1 Batang Angkola
           Tapanuli Selatan.
    Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

      Ketua Program Studi Tadris Bahasa Inggris

      Rayendriani Fahmei Lubis, M. Ag.
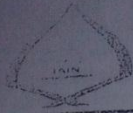   **NIP. 19710510 200003 2 001**

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

Rayendriani Fahmei Lubis, M. Ag.   **Yusni Sinaga, S.Pd., M.Hum.**
NIP. 19710510 200003 2 001   **NIP. 19700715 200501 2 010**

Nomor : B - 1414 /In.14/E.1/TL.00/09/2019   20 September 2019
Hal   : Izin Penelitian
          Penyelesaian Skripsi.

Yth. Kepala SMA Negeri 1 Batang Angkola Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	:	Melisa Nurhamidah
NIM	:	1520300074
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Alamat	:	Goti

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Error on Using Simple Past Tense in Writing Narrative Text at Grade X SMA Negeri 1 Batang Angkola Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan
Wakil Dekan Bidang Akademik

Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

SURAT KETERANGAN
Nomor : 800 /137/ SMA / 2019

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Batang Angkola Kabupaten Tapanuli Selatan menerangkan bahwa :
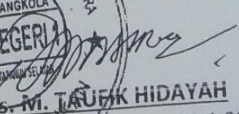
Nama	: MELISA NURHAMIDAH
NPM	:1520300074
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Goti

Sesuai dengan surat Nomor : B-/414/In.14/E.1/TL.00/09/2019 Tanggal 20 September 2019 dalam hal Pelaksanaan Penelitian dalam rangka penyelesaian Skripsi sebagai salah satu syarat menyelesaikan pendidikan Strata 1 (S-1) dengan judul :

"STUDENTS' ERROR ON USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT GRADE X SMA NEGERI 1 BATANG ANGKOLA TAPANULI SELATAN"

Bahwa nama tersebut di atas telah melaksanakan penelitian mulai pada tanggal 27 September s/d 28 September 2019.

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Pintupadang, 02 Oktober 2019
Kepala SMA Negeri 1 Batang Angkola

Drs. M. TAUFIK HIDAYAH
NIP. 19660801 199412 1 001