



**STUDENTS' ERROR IN WRITING NARRATIVE TEXT  
at 6<sup>th</sup> SEMESTER (TBI-1) OF ENGLISH DEPARTMENT  
PERIOD 2019-2020 (VIA ONLINE)  
IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the requirement for the Graduate Degree of  
Islamic Education (S.Pd) in English*

Written By:

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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

2020



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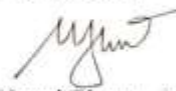
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## LETTER OF AGREEMENT

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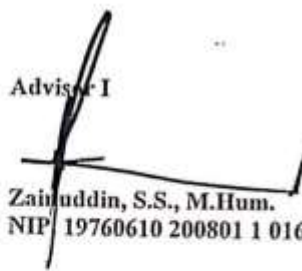
*Assalamu 'alaikum wr. wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to Putri Ramadhani, entitled "Students' Error In Writing Narrative Text at 6<sup>th</sup> Semester of English Department Period 2019-2020 (Via Online) IAIN Padangsidempuan". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

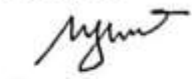
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

*Wassalamu 'alaikum wr. wb.*

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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### LEGALIZATION

**Title Thesis** : Students' Error In Writing Narrative Text at 6<sup>th</sup> Semester  
(TBI-1) of English Department Period 2019-2020  
(Via Online) IAIN Padangsidimpuan

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of  
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## ABSTRACT

Name : Putri Ramadhani  
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Department : English Education  
Title : Students' Error In Writing Narrative Text at 6<sup>th</sup> Semester (TBI-1) of English Department Period 2019-2020 (Via Online) IAIN Padangsidempuan

General problems that faced by students in writing narrative text is the students are confused how to write narrative text based on generic structure well. So, the students still made errors in writing narrative text such as in using of tenses and verb. Two reasons why the students made errors in writing narrative text are because less in grammar mastery and confuse to differentiate of the verb. The aims of this research are to find out the error, find out the kinds of error, and to find out the dominant errors made by the students in writing narrative text.

This research conduct through qualitative research which uses descriptive method. Sources of data from this research is the students at 6<sup>th</sup> semester of English department period 2019-2020 IAIN Padangsidempuan from TBI-1 with the total of 37 students. The instruments are essay writing test and interview for finding the students' made dominant error. There are some techniques to collect the data, they are: read the students' writing firstly, identification of error, classification of error, tabulating of error, describing of error, the last is taking conclusion about the error.

Based on the result of the research, found that students made error in surface strategy taxonomy category. The item errors that usually faced by students were on using conjunction, article, singular/plural, to be, verb tense, adverb and adjective, demonstrative adjective, pronoun, and preposition. The kinds of error made by students were in category omission, addition, misformation, and misordering. The number of omission error was 63. The number of addition error was 62. The number of misformation error was 56. The last is the number of misordering error was 23. Total all of the errors were 204. The biggest total percentage was in omission which in using article. Researcher concluded that the dominant errors made by students in writing narrative text was in omission category with the percentage 30,9 %.

Key Words : *Students' Error, Writing, Narrative Text*



## ABSTRAK

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Judul : Students' Error In Writing Narrative Text at 6<sup>th</sup> Semester (TBI-1) of English Department Period 2019-2020 (Via Online) IAIN Padangsidempuan

Masalah umum yang ditemukan pada mahasiswa dalam menulis teks naratif ialah mahasiswa bingung bagaimana caranya menulis teks naratif sesuai dengan *generic structure* dengan baik. Jadi mahasiswa tersebut masih membuat beberapa kesalahan dalam menulis teks naratif seperti dalam penggunaan bentuk waktu (*tenses*) dan kata kerja. Dua alasan mengapa mahasiswa membuat kesalahan dalam menulis teks naratif karena lemah dalam penguasaan tata bahasa (*grammar*) dan dalam membedakan kata kerja. Tujuan dari penelitian ini ialah untuk menemukan kesalahan, menemukan jenis kesalahan, dan menemukan kesalahan yang dominan dibuat oleh mahasiswa dalam menulis teks naratif.

Penelitian ini dibangun melalui penelitian kualitatif dengan menggunakan metode deskriptif. Sumber data dari penelitian ini ialah mahasiswa semester 6 jurusan bahasa Inggris tahun akademik 2019-2020 IAIN Padangsidempuan dari TBI-1 dengan total mahasiswa sebanyak 37 orang. Instrumen yang digunakan ialah tes menulis esai dan wawancara untuk menemukan jenis kesalahan yang dominan dibuat oleh mahasiswa. Ada beberapa tehnik dalam pengumpulan data yaitu: membaca tulisan mahasiswa terlebih dahulu, mengidentifikasi kesalahan, mengklasifikasikan kesalahan, mengolah kesalahan, mendeskripsikan kesalahan, dan yang terakhir ialah mengambil kesimpulan dari kesalahan tersebut.

Berdasarkan hasil penelitian, ditemukan bahwa mahasiswa membuat kesalahan pada kategori *surface strategy taxonomy*. Bagian kesalahan yang selalu ditemukan dari mahasiswa yaitu: *conjunction, article, singular/plural, to be, verb tense, adverb and adjective, demonstrative adjective, pronoun, and preposition*. Jenis kesalahan yang dibuat oleh mahasiswa terdapat pada kategori *omission, addition, misformation, dan misordering*. Jumlah kesalahan pada *omission* sebanyak 63. Jumlah kesalahan pada *addition* sebanyak 62. Jumlah kesalahan pada *misformation* sebanyak 56. Jumlah kesalahan pada *misordering* sebanyak 23. Total keseluruhan kesalahan sebanyak 204. Persentase total yang paling besar terdapat pada *omission* dalam penggunaan *article*. Peneliti menyimpulkan bahwa kesalahan dominan yang dibuat oleh mahasiswa dalam menulis teks naratif ialah pada kategori *omission* dengan persentase 30,9 %.

Kata Kunci : *Students' Error, Writing, Narrative Text*

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I realize that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure to get critiques and suggestions from the readers in order to make this thesis better.

Padangsidempuan, 22 October 2020  
Researcher

Putri Ramadhani  
Reg. Num. 16 203 00032

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

In learning a language, there are four skills that must be mastered. They are listening, speaking, reading and writing. By mastering these four skills, students will be easier for learning a language. The first is listening, listening is the ability to comprehend what other people said, it includes comprehending speakers' pronunciation, grammar or even meaning. The second is speaking, speaking is ability to convey or tell the ideas to other people in directly or indirectly form. The third is reading, reading is an activity to get the meaning or the point one from the written form. The last skill is writing, writing is an activity to write something which writer can convey the ideas in written form, so other people can read it. In writing, it can write on piece of paper and other medias such as at screen.

Writing is one of basic skill that should be mastered by students through the writing process. Students can express ideas or feeling into written form. In writing, students can not far from structure and grammar. Not only write in English, but all of the languages in the world need it. In writing, people can write or imagine feeling and expressing in written form.

There are many kinds of writing. The first is expository writing that states author's purpose is to inform or explain the subject to the reader or listener. The second is persuasive writing that states the opinion of the writer and attempts to influence the reader or listener. The third is narrative writing that

states the author tells a story that could be fact or fiction. The last is descriptive writing that states using the five senses to paint a picture for the reader or listener. This writing incorporates the specific details.

Why is writing important for students especially for University students? The reason is because the students need to process writing capability, especially relating to the written assignments given by lecturers. If students are asked to write in English, students should have competency in using written English. That is why, writing is an important subject to learn. Writing narrative text is also important too. Because students will be easier to comprehend and to write a text about fiction story. Students can imagine what was happen in the past (the story) then share it in written form.

While learning process, students are not only learning English language components and language skills but also about genres or kinds of text especially in writing class. By learning it, students know and have capability in writing a text based on generic structure, language features, and in using tense well.

There are many kinds of text, they are: narrative text, descriptive text, report text, recount text, procedure text, explanation text, hortatory and analytical exposition, discussion text, news item, spoof text, and anecdote.

Narrative text is a text which has function to amuse or entertain the reader/listener. This text tells about the events, legends, or imaginative story that happen in the past which contain moral value from the text itself. Narrative text is one of kinds of text that must be understood by students,

such as how to write the text based on the generic structure, so it can be a good and correct writing. However in making a good or correct writing needs efforts and in doing the efforts often finds error by error.

Error is mistake that students have done in learning language. Generally, the error analysis is an effort to discover the students' errors in the process of teaching-learning, which students also still experience in the new language learning process. Errors are a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learners. Learners of a language have different levels of competency in learning English and automatically this process may involve different causes for error.

Error analysis becomes an interesting issue in studies of second language acquisition. In language teaching and learning, error analysis can be used as a technique identify, classify, and finally find the students' difficulties in learning English. It suits with Hariri which states that EA is a systematic procedure in gathering, identifying, describing, then explaining and also evaluating errors from from the data then finally analyzing it.<sup>1</sup>

Basically, narrative text is a text that have learned by students in the junior high school. Students at the college also learned it. In the time period long enough, absolutely students have been understood well. So students will not make error in writing this text. But actually, when writing class is being held, students are confused how to write the text based on generic structure well. So, students still made errors in writing the text.

---

<sup>1</sup>Harisna Hikmah, "Analysis of Omission and Addition Errors Found in the Students' English Texts," *ELTICS* 5, No. 1 (2020), p. 3.

General problems that faced by students at 6<sup>th</sup> semester in writing narrative text is students still made errors such as in using of tenses the text, grammatical and the verb. The reasons why students made errors in writing narrative text are because less in grammar mastery and confuses to differentiate of the verb. The example errors usually faced by students in writing narrative text such as :

The first is in using of verb one. Example: forgot to brought, it should become forgot to bring.<sup>2</sup> The second example error is : “I wanted to talked”, but the correct sentence is “I wanted to talk”.<sup>3</sup> The third example error is “narrative text use past tense but I write verb 1 in the sentence.”<sup>4</sup> Reseacher chooses narrative text than other text in doing this research

because there are many reasons. The first is because of generic structure and kinds of narrative text are more complete than other text. The second is because of narrative text only learned by students at 6<sup>th</sup> semester in writing class at the college level especially at State Institute for Islamis Studies Padangsidempuan. The third is because the reseacher is curious about the errors made by students in writing narraative text and to simplify the students to evaluate the errors.

Based on the explanation above, the researcher is interested in doing this research to find out error that students made in writing narrative text.

---

<sup>2</sup>Hotni Rambe, Student at 6<sup>th</sup> semester TBI-1 IAIN Padangsidempuan, *Private Interviews*, On 5 May 2020.

<sup>3</sup>Ade Pratiwi, Student at 6<sup>th</sup> semester TBI-1 IAIN Padangsidempuan, *Private Interviews*, On 5 May 2020.

<sup>4</sup>Diah Ayu Pratiwi, Student at 6<sup>th</sup> semester TBI-1 IAIN Padangsidempuan, *Private Interviews*, On 6 May 2020.

Therefore, the researcher wants to conduct this research under the title is **“Students’ Error In Writing Narrative Text at 6<sup>th</sup> Semester (TBI-1) of English Department Period 2019-2020 (Via Online) IAIN Padangsidimpuan”**.

## **B. Focus of the Problem**

This research focuses on error in writing narrative text that made by students of English department IAIN Padangsidimpuan. The researcher limited at class TBI-1 at 6<sup>th</sup> semester. The researcher focuses on surface strategy taxonomy to analyze the error that students’ made in writing narrative text. From surface strategy taxonomy, there are four categories, they are: omission, addition, selection or misformation, and misordering.

## **C. Definition of Key Terms**

### **1. Students**

Hornby stated that student is a person is studying at a university or college.<sup>5</sup> Student is a person who studied or learnt a lesson or something in the classroom with the teacher. The researcher focuses on students’ error in writing narrative text at 6<sup>th</sup> semester (TBI-1) of English department period 2019-2020 (Via Online) IAIN Padangsidimpuan.

### **2. Error**

Error is mistake that students have done in learning language. Generally, the error analysis is an effort to discover the students' errors in the process of teaching-learning, which students also still experience in

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<sup>5</sup>A.S Hornby, *Oxford Advance Learners’ Dictionary* (New York: University Press, 1995), p. 1187.

the new language learning process. Consequently, it will be easy to find them make some errors.

The error is determined by the analysis and clarification process, it is aimed to find out the best way to be applied in correcting the students' errors themselves.<sup>6</sup> There are four descriptive taxonomies to analyze errors, namely; linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this research, the researcher focuses on surface strategy taxonomy to analyze students' error in writing narrative text. From surface strategy taxonomy, there are four categories, they are; omission, addition, selection or misformation, and misordering.

### 3. Writing

Writing is an activity for expressing of ideas in written form. Writing is one of skill that students mastered in learning English. In this research, the researcher focuses about students' error in writing narrative text. 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.<sup>7</sup>

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<sup>6</sup>Tomi Haryadi and Andisa Putra, "An Analysis of Students' Error In Writing Narrative Text: A Case Study At The Eleventh Grade of SMA Muhammadiyah Mataram Academic Year 2018/2019," 2019, p. 1. Retrieved from [http://eprints.unram.ac.id/10408/1/Journal Tomi Haryadi Andisa Putra Nim. E1D112127.pdf](http://eprints.unram.ac.id/10408/1/Journal_Tomi_Haryadi_Andisa_Putra_Nim_E1D112127.pdf), On Monday 21 October 2019, at 16:53 p.m.

<sup>7</sup>Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 02, No. 01 (2014), p. 61. Retrieved From <http://repo.iain-padangsidempuan.ac.id/165/1/4.rayen2.compressed.pdf>, On Monday 21 October 2019, at 16:54 p.m.



#### 4. Narrative Text

As Semi in Hasani stated that narrative is conversation or writing with the purpose tells about action or human experience based on the development of time. Keraf stated that “Narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: what happened”.

Narrative as a story, so it is should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story.<sup>8</sup> Narrative text is a text to tell the past event in chronologically which has moral value from the itself, this text has function to entertain to reader or listener.

#### **D. Formulation of the Problem**

Based on explanations above, formulation of the problem for this research can be formulated as follow:

1. What error are made by students of English department at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidimpuan in writing narrative text?
2. What kinds of error are made by students of English department at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidimpuan in writing narrative text?

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<sup>8</sup>Umar, “An Analysis On The Using Simple Past In Writing a Narrative Text” 12, No. 2 (2015), p. 44. Retrieved from <http://journal.ummat.ac.id/index.php/paedagogia/article/view/170>, On Monday 21 October 2019, at 17:12 p.m.

3. What kinds of dominant error are made by students of English department at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidempuan in writing narrative text?

#### **E. The Aims of the Research**

Based on the formulation of the problem above, the aims of the research are:

1. To find out the error made by students of English department at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidempuan in writing narrative text
2. To find out kinds of error made by the students of English department at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidempuan in writing narrative text.
3. To find out kinds of dominant error made by the students of English department at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidempuan in writing narrative text.

#### **F. Significanses of the Research**

By conducting this research under the title students' error in writing narrative text at 6<sup>th</sup> semester (TBI-1) of English department period 2019-2020 (Via Online) IAIN Padangsidempuan, hopefully the result of the research is expected to be useful as the contribution or gives several significanses as follow:

1. Practically

For students, the findings of this research will motivate students in practice English grammar well in writing, especially in writing a text.

2. Theoretically

The result of this research can be beneficial for other researchers or other readers as the source of references in doing the research in the same topic or in different way in future time.

### **G. Outline of the Thesis**

The systematic of this research divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

1. Chapter one, it consists of background of the problem, focus of the problem, definition of key terms, formulation of the problem, the aims of research, and significanses of the research.
2. Chapter two, it consists of theoretical of description and review of related findings. In theoretical of description consists of error analysis and writing narrative text.
3. Chapter three, it consists of place and time of the research, kind and method of the research, source of the data, instrument of collecting data, technique of collecting data, and technique of data analysis.
4. Chapter four, it consists of findings, discussion, and the threats of research.
5. Chapter five, it consists of conclusions and suggestions.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Error Analysis

##### 1. Definition of Error Analysis

In the beginning, the error existed before creation of this earth. Even after creation of this earth, error appears again. Along with the Holy Qur'an at Surah Al-Baqarah verse 36:

فَأَزَلَّهُمَا الشَّيْطَانُ عَنْهَا فَأَخْرَجَهُمَا مِمَّا كَانَا فِيهِ<sup>ط</sup> وَقُلْنَا اهْبِطُوا بَعْضُكُمْ لِبَعْضٍ  
عَدُوٌّ وَلَكُمْ فِي الْأَرْضِ مُسْتَقَرٌّ وَمَتَاعٌ إِلَىٰ حِينٍ ﴿٣٦﴾

Meaning :

Then the Shaitan made them slip therefrom (the paradise), and get them out from that in which they were. We said: “Get you down, all, with enmity between yourselves. On earth will be a dwelling place for you and an enjoyment for a time.”<sup>9</sup>

According to the Surah Al-Baqarah verse 36 above, Allah prohibited Adam to eat Khuldi which kinds of fruit from heaven, but he still ate it because Adam have affected by Syaitan. So, Allah Swt got down him from heaven because he have made a mistake it. Therefore, Adam was on earth which will be a dwelling place for him and enjoyment for a time.

Error appears at any time. It can be while eating something, reading, looking at something, speaking or even error that people usually do in daily life. Error the researcher means here is not which happens based on situation have said before, but error which happen while learning process,

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<sup>9</sup>Muhammad Taqi-ud-Din al-Hilali Khan and Muhammad Muhsin, *Al-Qur'an Perkata Indonesia Inggris*, (Jakarta: Kalam Media Ilmu, 2014), p. 6.

which error in learning a language in English especially error made by the students of English department at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidempuan in writing narrative text.

There are two terms which same with error itself namely mistake and wrong. Errors and mistakes are not the same; it is crucial to make the distinction between errors and mistakes and most people still misunderstand the difference between error and mistake. Error is the condition of having incorrect or false knowledge or made due to lack of knowledge. It is not recognized by the learner. An error can not be self-corrected. It reveals a portion of the learner's competence. Error is a noticeable deviation from the adult grammar of native speaker. Error is more technical and informal than mistake. In error, the language not internalised yet, incomplete knowledge, occur when learning and learner cannot correct even when error is pointed out.

Harmer explains that a mistake is less serious since it is the retrieval that is faulty, not the knowledge. In other words, the learner knows the rule, but made a "slip" when producing it. Brown further expresses it differently by stating, "a mistake refers to a performance error that is either a random guess or a slip."

In other words, it is a failure to utilize a known system incorrectly. All people can make mistakes in both native and second language situations.<sup>10</sup>

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<sup>10</sup>Adrian, "An Error Analysis of EFL Students' English Writing," *English Education Journal* 6, No. 4 (2015), p. 514.

Meanwhile mistake is a failure to utilize a known system correctly. The listener recognized and corrected it and it is not a deficiency in competence. A mistake refers to a performance error that is either a random guess. Mistake can be self-corrected if the deviation is pointed out to the listener. Hubbard, et al. states that errors are caused by the lack of knowledge about the target language or by an incorrect hypothesis about it; and mistakes are caused by temporary lapses of memory, confusion, slips of the tongue and so on. Another way to differentiate an error and a mistake is if the learner can correct himself, it is probably a mistake, but if he cannot, then it is probably an error.

Whereas wrong has meaning is a false that someone or students made in answering the question while teacher give a test directly or indirectly. So, from three terms above, the researcher concluded that error is condition which not recognized by the learner that usually occur while learning. Mistake is condition which recognized by the learner which the learner can feel that made a mistake. Wrong is uncorrect situation that students made while answering the question from the teacher. In this research, the researcher only discusses about the error, which the error made by the students at 6<sup>th</sup> semester period 2019-2020 (Via Online) IAIN Padangsidempuan in writing narrative text.

There are some experts that support to the theory of error itself. Dulay defines errors as the flawed side of the learner's speech or writing. They are those parts of a conversation or a composition that deviate from some

selected norm of the mature language performance. This means that there is something wrong in language performance and the making of error is unavoidable in the learning process. Beside the making of error is one part of learning and no one can learn without making them.<sup>11</sup>

Meanwhile, Brown states that errors are a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learners. Learners of a language have different levels of competency in learning English and automatically this process may involve different causes for error.<sup>12</sup>

In addition errors are rule based; that is, inadequate mastery of some target language rules leads to the production of linguistic items both written and oral those are not acceptable and familiar to native or fluent speakers.<sup>13</sup> Error analysis is an activity to reveal errors found in writing and speaking. Richards et.al state that error analysis is the study of errors made by the second and foreign language learners.

Error analysis may be carried out in order to find out how well someone knows a language, to find out how a person learns a language, and to obtain information on common difficulties in language learning, as an aid

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<sup>11</sup>Andrian, "An Error of EFL Students' English Writing," *English Education Journal* 4, No. 6 (2015), p. 513. Retrieved from <http://jurnal.unsyiah.ac.id/EEJ/article/view/2859>, On Thursday 24 October 2019, at 12:25 p.m.

<sup>12</sup>Cholimatus Zuhro, "An Error Analysis on The English Students' Narrative Texts" (Jember, 2015), p. 20. Retrieved from [respository.unej.ac.id](https://repository.unej.ac.id), On Monday 25 November 2019, at 17:56 p.m.

<sup>13</sup>Kourosh Moqimipour and Mohsen Shahrokhi, "The Impact of Text Genre on Iranian Intermediate EFL Students' Writing Errors: An Error Analysis Perspective," *International Education Studies* 8, No. 3 (2015), p. 124. Retrieved from <https://doi.org/10.5539/ies.v8n3p122>, On Thursday 24 October 2019, at 12:26 p.m.

in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.<sup>14</sup>

Corder stated that error analysis is explaining the mistakes produced by learners are a necessary learning tool. In other words, errors are positive and unavoidable. This was such a new and innovative perspective because, according to Behaviourism, errors are considered as a failure which had to be avoided since delay the learning process.<sup>15</sup>

An error analysis is also important to describe what kinds of error that students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing. The teacher must be able to analysis the errors, in order to consider the appropriate method to solve those problems.<sup>16</sup>

Nunan defines “error” as a piece of speech or writing that is recognizably different in some way from native speaker usage, which can occur at the level of discourse, grammar, vocabulary, or pronunciation.<sup>17</sup> Errors are also considered natural products in language learning and in fact reflect the modes of learners' developing interlanguage system.

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<sup>14</sup>Sunardi Hasyim, “Error Analysis in the Teaching of English” 4, No. 1 (2002), p. 43. Retrieved from <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/viewFile/15485/15477>, On Thursday 24 October 2019, at 12:29 p.m.

<sup>15</sup>Monika Ciesielkiewicz and Elena Má, “Error Analysis and Its Relevance to Teaching ESL Composition,” *International Journal of Linguistics* 7, no. 5 (2015), p. 121. Retrieved from <https://doi.org/10.5296/ijl.v7i5.8076>, On Thursday 24 October 2019, at 12:40 p.m.

<sup>16</sup>Novita Sahara July, “Common Grammatical Errors In Writing Narrative Text of Eight Grade Students at MTs Negeri Sijenjang,” 2017, 5. Retrieved from <http://ejournal.iainkendari.ac.id/langkawi/article/view/936>, On Thursday 24 October 2019, at 13:20 p.m.

<sup>17</sup>Andri Donal, “Exploring Students’ Errors in Constructing Sentences” 1, No. 2 (2015), p. 102. Retrieved from <http://pdfs.semanticscholar.org>, On Tuesday 29 October 2019, at 18:44 p.m.



It can be concluded that errors tend to be caused by imperfect or lack of competence. While mistakes or lapses are caused by stress, fatigue, boredom, emotion, or learners' slips of the tongue and tend to be not systematic. Error as a piece of writing that is admittedly in some way from the speaker's usage, which happen at the level of vocabulary, grammar, pronunciation.

Corder states that errors are things made by beginner of second or other language learners who do not yet have a full command of language system. Thus, the English learners could probably make errors because they do not know the English grammar well. The learners think that they make the right English even though they do not because their language system says so.<sup>18</sup> Zhang said that errors can be seen clearly in the learners' written performance that the students are bound to encounter would be weak vocabulary, inappropriate use of grammar in sentence etc.<sup>19</sup>

Based on some explanations about definition of error above, the researcher concluded that error is something wrong that have been made from the competency of the learners (people or the students), can be error from their listening, speaking, reading, and writing. No one never made a something wrong when the students learnt a language in English. Error

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<sup>18</sup>Anna Dewanti Prabarini Sampurna Putri, "An Analysis of Grammatical Errors in Writing Narrative Texts Done By the Second Semester Students at the Diploma Program English Department in Airlangga University Surabaya" 3, no. 1 (2007), p. 2. Retrived from <https://www.semanticscholar.org>, On Tuesday 29 October 2019, at 14:54 p.m..

<sup>19</sup>Eko Mulyono, "Error in Narrative Text Committed by Students of Grade XI of Vocational High School State 4 Surakarta Academic Year 2014/2015," *Jurnal Penelitian Humaniora* 2 (2015), p. 27. Retrieved from <http://journals.ums.ac.id/index.php/humaniora/article/view/5189>, On Tuesday 29 October 2019, at 14:54 p.m..

analysis is an activity to declare something error that found when someone doing something, such as in listening, speaking, reading, or writing.

According to Ellis and Barkhuizen stated that error analysis consists of a set of procedure for identifying, describing, and explaining learner errors. Error analysis is the polling of error made by the students in learning English as the second and foreign language. It's function is to figure out how well someone in learning language in English, to acquire information on general difficulties in language learning, as a tool in teaching or in the prepatation of the materials.

## 2. Classification of Error

There are four descriptive taxonomies to analyze errors, namely; linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.<sup>20</sup>

### 1. Linguistic category taxonomy

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

### 2. Communicative effect taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on

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<sup>20</sup>Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 154. Retrieved from <https://www.pdfdrive.com/language-two-e157156441.html>, On Tuesday 29 October 2019, at 15:40 p.m.

distinguishing between errors that seem to cause miscommunication and those that don't.

### 3. Comparative taxonomy

Error in comparative taxonomy is based on comparison between the structure of L2 error and certain other types of construction. For example, if one were to use of comparative taxonomy to classify the error of a Korean students learning English, one might compare the structure of the student's error that of error reported for children acquiring English as a first language

### 4. Surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structure are altered: learners may omit necessary item or add unnecessary ones, learner may misform items or misorder item..

The researcher only discussed about surface strategy taxonomy to analyze the error that students' made in writing narrative text. According to James, error in writing such as tense preposition, and weak vocabulary are the most common and frequent type of errors that are committed by learner.<sup>21</sup> From surface strategy taxonomy, there are four categories. They are: omission, addition, selection or misformation, and misordering.

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<sup>21</sup>Madahvi Vethamaiccam and Malini Ganapathy, "Analysing Errors among Form One Students' Written English Composition in a Private Chinese School," *Asian Journal of Education and E-Learning* 05, no. 01 (2017), p. 19, Retrieved from <https://pdfs.semanticscholar.org/d456/63c3ca9334c053a30aff0eba426bf2ab3281.pdf>, On Tuesday 29 October 2019, at 15:00 p.m.

## 1) Omission

Omission errors are categorized by the absence of an item that must appear in a well-formed utterance. Omission is some necessary part of words, morphemes, or auxiliaries that may be left out by the learner because of his ignorance as to how to produce correct words.

Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence: Khadijah is the president of the new company.

The words Khadijah, president, new, and company are the content morphemes that carry the burden of meaning. If one heard “Khadijah president new company”, one could deduce a meaningful sentence, while if one heard “is the of the”, one could not even begin to guess what the speaker might have had in mind.

In one well-known recent experiment, Dulay, Burt, and Krashen found that grammatical morphemes, such as verbs, articles, nouns, prepositions, inflections, are left out more often than the content morphemes which carry the meaning. As an illustration, in the sentence “coconut basic ingredient many curries” the grammatical morphemes is, a and for are left out. Omission is the error of leaving out an item that is required for an utterance to be considered grammatical.

For example:

- a) There is picture on the wall. This sentence leaves out an article “a” that must be added before the word picture.
- b) My home is Padangsidimpuan. This sentence omit the preposition in. So the correct is “My home is in Padangsidimpuan”.
- c) She a translator. This sentence omit to be is. So the correct is “She is a translator”.

## 2) Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of L2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.<sup>22</sup>

Addition is the adding of some unnecessary or redundant parts of words, for instance, using both modal and verb be or adding –s to nouns which are similar in forms for both singular and plural forms, or uncountable nouns. The presence of these extra items has been divided into three categories by Dulay et al., the first one is double marking, as in “did you needed help?”, and regularisation, e.g. “mousses, spreaded, criterias, etc”.

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<sup>22</sup>Dulay, Burt, and Krashen, p. 156.

The last is simple addition which includes the rest of the additions. Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: The books is here. There is suffix “-s” added after the word “book”. Hence, this indicates addition error.

a) Double Marking

This type is usually from the failure to delete certain items required in some linguistics construction, but not in others. Double marking usually happens in tense. In most English sentences, may be marked syntactically only once. We say “I didn’t go”, although go takes a past tense marker when there is no auxiliary (such as do) on which to mark the tense, as in “They went to lunch an hour ago”. The English rule for tense formation is: place the tense marker on the first verb. In a simple affirmative declarative sentence, the main verb is the only verb, and thus takes the tense, as in the sentence above.

In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. Learner who have acquired the tense form for both auxiliary and verb often place the marker on both, as in “ He doesn’t knows my name or We didn’t went there.

Because two items rather than one are marked for the same feature (tense, in these examples), this type of addition error has been called double marking.

## b) Regularization

Regularization is a rule typically to a class of linguistic items, such as the class of main verb or the class of nouns. In most language, however, some members of a class are exception to the rule. For example, the verb eat does not become eaten, but ate; the noun sheep is also sheep in the plural, not sheeps.<sup>23</sup>

Regularization errors that fall under the addition category are chosen in which a marker that is typically added to exceptional items of the given class that do not take a marker. There are some exceptions that can be found in English. For example: the verb *singed* cannot be changed into *singed* but *sang*. The noun “*woman*” cannot be pluralized into *womans* but *women*.

It is true that in English most of verb can be changed into past form by adding -d/-ed after the basic verb and most of nouns can be pluralized by adding -s/-es to singular forms, but not all of them. The description above show other errors that may be made by the learners in which the errors are interfered by regularization. The learners may say, *The man did not cry or The men did not cried* or even, *The mans did not cried*.

## c) Simple Addition

It is an addition error that consists of double marking or regularization. No particular features characterize all addition

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<sup>23</sup>Dulay, Burt, and Krashen, p. 157.

errors, which are the use of an item should not appear in a well-formed utterance.

Example: *The book is in over there*

*A this Al-qur'an is good*

The error in the first sentence is the addition of the preposition *in* and the error in the second sentence is the addition of the article *a* either the preposition *in* or the article *a* must not appear in those two sentences.

### 3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation, a learner supplies something, although it is incorrect. For example: in “The cat *eated* the fish”, a past tense marker was supplied by the learner; it was just not the right one. Misformation are usually not random.<sup>24</sup>

Selection usually occurs in the selection of phoneme, morpheme, structure or vocabulary items. It happens when one word is substituted with another similar word. Selection or misformation is the error of using one the grammatical form place another grammatical form, for example: “I *see* her yesterday.” This sentence contains misformation in using irregular verb which marked by the using the wrong form “see” to replace “saw”.

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<sup>24</sup>Dulay, Burt, and Krashen, p. 158.



a) Regularization

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one. For example:

*Runned for ran. or geoses for geese or childs for children*

b) Archi-form

Archi-form errors are the selection of one number of a class is common characteristic of all stages of second language acquisition.

For example:

*I saw her yesterday. Her talked with my brother.*

There is archi-form error that should be I saw her yesterday. She talked with my brother. It is caused when the learner represents the entire class of subject.

c) Alternating Forms

Alternating form error caused by the learners' vocabulary and grammar development. For example:

*I seen her yesterday*

The alternating error that should be I saw her yesterday

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

For example: “He is all the time late”. All the time is misordered.<sup>25</sup> Misordering is an incorrect order of words in a sentence. As an illustration, “do not leave in the rain her waiting outside” where in the rain is incorrectly placed. Erdogan gave some examples of misordering; in morphology e.g. “get upping” for “getting up”, in syntax e.g. “he is a dear to me friend” instead of “he is a dear friend to me”, and lastly in lexicon e.g. “key car” for “car key”. The latter is often done by Indonesians transferring or literally translating from Bahasa Indonesia.<sup>26</sup>

Misordering is the error of putting the words in utterance in the wrong order. For example: “She will come evening tomorrow.” This sentence has the wrong order of adverb of time “evening tomorrow”. It must be changed becomes: “She will come tomorrow evening.”<sup>27</sup> Other example: They like colour black. The correct is they like black colour.

Based on some explanations above, researcher concluded that there are four kind of errors (based on surface strategy taxonomy), namely: omission, addition, misformation or selection and misordering.

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<sup>25</sup>Dulay, Burt, and Krashen, p. 162.

<sup>26</sup>Bahri Ys Syamsul Mustafa Faisal, Kirana Mulya, “Errors in EFL Writing by Junior High Students in Indonesia Errors in EFL Writing by Junior High Students in Indonesia,” *International Journal of Research Studies in Language Learning* 6, No. 1 (2017), p. 43. Retrieved from <https://doi.org/10.5861/ijrsl.2016.1366>, On Sunday 27 October 2019, at 14:58 p.m.

<sup>27</sup>Diani Syahputri & Siti Masita, “An Analysis of the Students’ Error In Writing Descriptive Text,” *EduTech* 4, No. 1 (2018), p. 16. Retrieved from <http://jurnal.umsu.ac.id/index.php/edutech/article/download/1884/1933>, On Thursday 24 October 2019, at 12:49 p.m.

### 3. Cause of Error

Brown stated that the cause of error can be divided into three categories namely:

#### a. Interlingual Interference

Interlingual Interference is a cause of errors where the learners transfer their native language system into the target language system. Interlingual interference is called as interlingual, which is defined by Smith as the systematic linguistic behavior of the learners of second or other language.

Interlingual transfer is a significant error source for all students. The second language system is familiar, and the only previous linguistic system upon which the learner can draw is the native language. The error is the result of the transmission from the native language. The second language students attempt to combine is the use of their mother tongue with the second language they learn.

Interlingual errors come from interference from the first language. In this context, the first language is Bahasa which is the interferer and English as the target language is the interfered.<sup>28</sup> In this type, errors are caused by mother tongue interference.

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<sup>28</sup>Hendri Gayo and Pratomo Widodo, "An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students," *International Journal of Learning, Teaching and Educational Research* 17, no. 4 (2018). p. 62. Retrieved from <https://www.ijlter.org/index.php/ijlter/article/download/1089/pdf>, On Friday 25 October 2019, at 13:20 p.m.

For example : The sun not rises in the west. The sentence supposed to write, The sun does not rise in the west.<sup>29</sup>

#### b. Intralingual Interferences

Intralingual is a cause of error from the target language it self due it's complicated system Brown. In this case, the learners have been saved from the interferences of their mother tongue but as they learn the target language. They find it more complicated and the result learning, the learner seem to make generalization of the target system on the basis of the data to which they are exposed.

This kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself.<sup>30</sup> Intralingual transfer is a major factor in the learning of the second language. The second language pupils have learned the target language in this phase. They overgeneralized the rules of the target language information in every language structure they produce. Intralingual errors occur when language learners produce the language using their own creativity. For example a learner many produce He does not comes, based on the English structures He is not coming or He does not come.

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<sup>29</sup>Mita Nurmayanti Rohendi and Herlina Herlina, "An Analysis of Students' Errors in Writing Negative Sentences," *Academic Journal Perspective: Education, Language, and Literature* 3, No. 2 (November 14, 2018), p. 354. Retrieved from <https://doi.org/10.33603/perspective.v3i2.1675>.

<sup>30</sup>Naimi Amara, "Correcting Students' Errors: Theory and Practice" 5, July (2018), p. 47. Retrieved from <https://www.researchgate.net>, On Tuesday 29 October 2019, at 14:54 p.m.

c. Carelessness

The error of carelessness is caused of the less knowledge of the students and the students who are purposely done the mistake. It can be shown when the students use double preposition or may be phonemeomitted or mistyping.

d. Context of learning

It refers to the situation in the case of untutored second language learning. The students find different information from what they have learnt in the classroom and outside the classroom. These could be happened because of teacher's incorrect information.

e. Communication Strategies

Strategies of communication were defined and related to learning style. Learners certainly used production strategies to improve their error.<sup>31</sup>

From some explanations above, the researcher concluded that it can be seen that the sources of errors which influence errors produced by second language learners are in the form of interlingual interference, intralingual interferences, carelessness, learning context and communication strategies.

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<sup>31</sup>Murdliyana, "An Analysis of the Grammatical Errors in Narrative Writing Made by Eleventh-Grade Students of One Private Islamic Senior High School, p. 202.

Table 1  
Indicator of Error

No	Surface Strategy Taxonomy	Total of Error	Percentage
1	Omission		
2	Addition a. Double Marking b. Regularization c. Simple Addition		
3	Misformation a. Regularization b. Archi-form c. Alternating form		
4	Misordering		
Total			

## B. Writing Narrative Text

### 1. Writing

#### a. Definition of Writing

Writing is the one of basic skill that has be mastered by students through the writing process, the students can express their ideas or feeling into written form. In writing, it can not be separated from structure and grammar itself. Not only write in English, but all of the languages in the world need it. Writing is the process of giving information by text that involved in word or sentence. By this skill, people can share their language with another people. In writing, people can write or imagine what their feeling and expressing in written form.

Writing is one of the language skills which is important in our life. Through writing, people can inform others, carry out transactions, persuade, infuriate, and tell what you feel. However, has been known that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.<sup>32</sup>

According to Brown, “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Hugley et al explain that “writing is a communicative act. It depends upon the awareness of the social expectation”. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication. Writing is a process of thinking something to inform idea or concept in written form. Writing can be a tool for communicating something to other people.

According to Norrish, writing is more difficult than speaking. It is the language skill with which native speaker has most problems and one which is not mastered at all by some of them. It means that writing is not simply speech written on paper. In fact, it is more complicated than speech. It is not easy to practice though. Therefore, a writer needs some

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<sup>32</sup>Isrina Fitri and Pipit Rahayu, “An Analysis of The Students’ Skill In Writing Descriptive Text at the Eight Grade of SMPN 7 Tambusai Utara,” 2017, p. 2. Retrieved from <https://media.neliti.com/media/publications/109729-EN-an-analysis-of-the-students-skill-in-wri.pdf>, On Friday 25 October 2019, at 11:02 p.m.

knowledge about writing and must practice it regularly.<sup>33</sup> Writing is difficult skill than speaking skill which is not mastered at all of people. The writer should practice it continually and need some idea or knowledge in writing, especially in writing a text.

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing.<sup>34</sup> Writing is one of the four skills of language which is very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation.<sup>35</sup>

The writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing.<sup>36</sup> Writing is an activity that has been widely described by Allah Swt in Al-qur'an Surah Al-Alaq verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ

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<sup>33</sup>Irwan Sulisty, "An Analysis of Generic Structure of Narrative Text Written By The Tenth Year Students of SMA Yasiha Gubug" 4, no. 2 (2013), p. 171. Retrieved from <http://journal.upgris.ac.id/index.php/eternal/article/view/1956>, On Friday 25 October 2019, at 11:52 p.m.

<sup>34</sup>Muhammad Javed et al., "A Study of Students' Assessment in Writing Skills of the English Language," *International Journal of Instruction* 6, No. 2 (2013), p. 130. Retrieved from [www.e-iji.net](http://www.e-iji.net).

<sup>35</sup>Rodearta Purba, "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique," *Advances in Language and Literary Studies* 9, no. 1 (2018), p. 27. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1166925.pdf>, On Thursday 31 October 2019, at 12:00 p.m..

<sup>36</sup>Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching: An Anthology of Current Practice* (United State of America: Cambridge University Press, 2002), p. 315–318. Retrieved from <https://www.pdfdrive.com/methodology-in-language-teaching-anthology-of-current-practice-e59558848.html>, On Thursday 31 October 2019, at 13:23 p.m..



Meaning : Who teach by the pen

Based on the verse above, Allah teaches human with an instrumentality writing and reading. According to Herizal and Afriani that writing is important lesson for students both to fulfill their obligation as students and their status as creatures of God to execute his orders. In writing, the students can express their mind and feeling and think about everything in written form to communicate with other people as the readers.<sup>37</sup>

In Al-qur'an Surah Al-Baqarah verse 282 also told about writing (in cause of contract a debt) as follow:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُبَ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۗ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۗ فَلْيَكْتُبْ وَلْيَمْلِكِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا يَبْخَسْ مِنْهُ شَيْئًا ۚ فَإِنْ كَانَ الَّذِي عَلَيْهِ الْحَقُّ سَفِيهًا أَوْ ضَعِيفًا أَوْ لَا يَسْتَطِيعُ أَنْ يُمِلَّ هُوَ فَلْيَمْلِكْ وَلِيُهُ بِالْعَدْلِ ۗ وَأَسْتَشْهِدُوا شَهِدَيْنِ مِنْ رِجَالِكُمْ ۗ فَإِنْ لَمْ يَكُونَا رَجُلَيْنِ فَرَجُلٌ وَامْرَأَتَانِ مِمَّن تَرْضَوْنَ مِنَ الشُّهَدَاءِ أَنْ تَضِلَّ إِحْدَاهُمَا فَتُذَكَّرَ إِحْدَاهُمَا الْأُخْرَىٰ ۗ وَلَا يَأْبَ الشُّهَدَاءُ إِذَا مَا دُعُوا ۗ وَلَا تَسْأَمُوا أَنْ تَكْتُبُوهُ صَغِيرًا أَوْ كَبِيرًا إِلَىٰ أَجَلِهِ ۗ ذَٰلِكُمْ أَقْسَطُ عِنْدَ اللَّهِ وَأَقْوَمٌ لِلشَّهَادَةِ وَأَدْنَىٰ أَلَّا تَرْتَابُوا ۗ إِلَّا أَنْ تَكُونَ تِجْرَةً حَاضِرَةً تُدِيرُونَهَا بَيْنَكُمْ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ أَلَّا تَكْتُبُوهَا ۗ وَأَشْهِدُوا إِذَا تَبَايَعْتُمْ ۗ وَلَا يُضَارَّ كَاتِبٌ وَلَا شَهِيدٌ

<sup>37</sup>Murdliyana, p. 200.

وَإِنْ تَفَعَّلُوا فإِنَّهُ فُسُوقٌ بِكُمْ وَاتَّقُوا اللَّهَ وَيُعَلِّمُكُمُ اللَّهُ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ



#### Meaning:

O you who believe! When you contract a debt for a fixed period, write it down. Let a scribe write it down in justice between you. Let not the scribe refuse to write as Allah has taught him, so let him write. Let him (the debtor) who incurs the liability dictate, and he must fear Allah, his lord, and diminish not anything of what he owes. But if the debtor is of poor understanding, or weak, or is unable to dictate for himself, then let his guardian dictate in justice. And get two witnesses out of your own men. And if there are not two men (available), then a man and two women, such as you agree for witnesses, so that if one of them (two women) errs, the other can remind her. And the witnesses should not refuse when they are called (for evidence). You should not become weary to write it (your contract) whether it be small or big, for its fixed term, that is more just with Allah; more solid as evidence, and more convenient to prevent doubts among yourselves, save when it is a present trade which you carry out on the spot among yourselves, then there is no sin on you if you do not write it down. But take witnesses whenever you make a commercial contract. Let neither scribe nor witnesses suffer any harm, but if you do (such harm), it would be wickedness in you. So be afraid of Allah; and Allah teaches you. And Allah is the All-Knower of each and everything.<sup>38</sup>

According to the Surah Al-Baqarah verse 282 above, Allah has taught the mankind for writing the contract of a debt. It means, if one person have a debt to other person, so the giver must be written it well (in contract) whether it be small or big.

Meanwhile Bridges et al. defined writing as the phase in where a basic draft of a composition produced by the particular writer. Expressing the feelings and presenting the language other than the first language, are

<sup>38</sup>Khan and Muhsin, *Al-Qur'an Perkata Indonesia Inggris*, p. 48.

the essential things for the students even though writing is considered more difficult compared to other language skills.<sup>39</sup>

From some explanations above, the researcher concluded that writing is an important skill in learning a language in English. By writing, someone can share ideas to another. Writing is one of complex skill and difficult because the writer must be understood how to write based on the grammatical form so the reader can comprehend it well.

There are many kinds of writing. The first is expository writing that states author's purpose is to inform or explain the subject to the reader or listener. The second is persuasive writing that states the opinion of the writer and attempts to influence the reader or listener. The third is narrative writing that states the author tells a story that could be fact or fiction. The last is descriptive writing that states using the five senses to paint a picture for the reader or listener. This writing incorporates the specific details.

Why is writing important for students especially for University students? Writing is important for them, because the students need to process writing capability, especially relating to the written assignments given by their lecturers. If the students are asked to write in English, they

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<sup>39</sup>Fahmy Imaniar, "Students' Writing Errors and What Lies Beyond Them" 4, no. 2 (2018), p. 72–73. Retrieved from <http://ejournal.iainkendari.ac.id/langkawi/article/view/936>, On Thursday 31 October 2019, at 14:00 p.m..

should have competency in using written English. That is why, writing is an important subject to learn.<sup>40</sup>

## b. Process of Writing

### 1) Prewriting

Prewriting is beginning activity (process of thinking firstly) to find or choose the topic, think the idea or information to explain the topic so the writer knows what she/he will write.

### 2) Drafting/Organizing

Drafting is getting your ideas down on paper in roughly the format you intend. After the writer has been written it, the writer have to organize or make a draft in format form into simple outlining one. Write the model that called as main idea. In main idea, the writer tell about it in detail more.

### 3) Revising

Revising is correcting any major errors and improving writings form and content. In this step, the writer revise the context or content of the writing, and organize the form of writing.

### 4) Editing and Proofreading

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<sup>40</sup>Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purpose: A Successful Way to Learn Scientific English* (Yogyakarta: Andi Offset, 2013), p. 61.

Editing and proofreading is polishing the writing and fixing errors in grammar, spelling, and mechanics. Develop good proofreading skills, each writing chapter offers a specific focus. In this step, the writer have to edit whether there is error or not from the writing itself, such as the grammar, diction, or the spelling. The writer must be able to organize it into specific focus so the reader or listener understand the writing well.

#### 5) Publishing and Presenting

Publishing and presenting is sharing your writing. The writing process gives you an overview of the strategies and techniques that are available to you as part of the writing process. Each of the chapters in the writing section will teach you strategies suited to specific forms of writing.<sup>41</sup>

The last step is optional. If write for the class' assignment, need not to publish the writing. Nevertheless, you can publish the writing if want it to be read by the publish.<sup>42</sup> This is the last step in writing, the writer publish or presenting it to other people so other people know or get some important information from your writing itself.

Based on some explanations above, the researcher concluded that there are five proses of writing, they are prewriting, drafting/organizing,

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<sup>41</sup>Diani Syahputri & Siti Masita, p. 16-17.

<sup>42</sup>Sarwono and Purwanto, *English for Academic Purpose: A Successful Way to Learn Scientific English*, p. 62.

revising, editing and proofreading, and the last is publishing and presenting.

c. Purpose of Writing

1) To inform

The purpose of writing is to inform is to share facts and other information. Informational texts such as reports make statements that are supported by facts and truthful evidence.

In writing, the writer wants to inform some important information to other people. For example a statement that are supported by the real something.

2) To Explain

The purpose of writing is to explain is to tell what, how, and why about a topic. An example is to explain in writing how to do or make something. In the content of writing, the writer would like to explain about the topic itself.

3) To Narrate

The purpose of writing is to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle, and end. Examples are fictional stories and personal narratives. The aims of this one is to entertain to the reader or listener about story that happen in the past.

4) To Persuade

Writing has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in order to get the audience to agree, take action, or both. In writing also there is statement that include into opinion category with many reasons and supporting detail for asking people to do or agree something.

According to the explanations above, the researcher concluded that function of writing, namely; to inform, to explain, to narrate, and to persuade the reader or listener.

#### d. Evaluating of Writing

In evaluation the writing ability is need to recognize the criteria for writing assessment in the researcher students. Method of scoring which require a separate score for each of a number aspect of tasks are said to be analytic.

The following scale, devised by John Anderson, is based on an oral ability scale found in Harris that consists namely:

##### 1) Grammar

Grammar is the part of the study language which deals with forms structure of words, with their customary arrangement in phrase and sentence that often with language sounds and words meaning.

##### 2) Vocabulary

English vocabulary has a ramarkable range, flexibility, and adaptability". There are many sets of word which add greatly to

our opportunity to express subtle shades of meaning at various levels of style.

### 3) Mechanic

This criterion talks about punctuation and spelling of the writing. In mechanic evaluation, teacher evaluated about punctuation and spelling of the writing.

### 4) Fluency

In fluency of writing must be consistence between choice of structure with vocabulary and also both of them must be appropriate.

### 5) Form (organization)

In writing activity organization is the one of main assessment in writing ability. This criteria is identify introduction, body, and conclusion of writing task.<sup>43</sup>

So, the researcher concluded that there are many evaluations of writing, they are: are grammar, vocabulary, mechanic, fluency, and form (organization).

## 2. Narrative Text

### a. Definition of Narrative Text

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<sup>43</sup>Arthur Hughes, *Testing for Language Teachers*, Second Edi (United Kingdom: Cambridge University Press, n.d.), p. 101–102.



Narrative text is a text which has function to amuse or entertain the reader or listener. This text tells about the events, legends, or imaginative story that happen in the past which contain moral value from the text itself. Narrative text is one of kinds of text that must be understood by the students, such as how to write the text based on the generic structure, so it can be a good and correct writing.

Narrative is a form of text which try to tell what is happen in order to make the reader imagine that they are in that situation. In other Elliot said narrative (story) in the human sciences should be defined provisionally as discours with aclear sequential other that connect events in a meaningful way for a definite audience and thus offer insight about the world and or people’s experience of it.<sup>44</sup> McIntyre said narrative as basically a story, of happening or events, either real or imaginary which the narrator considers interesting or important.

According to Mahsusi, narrative is a paragraph which tell something, condition or an event. The character will be human or animals and the event is shown chronologically.<sup>45</sup> Moreover, Meyers states that narrative is one of the most powerful ways of communicating with others. It can be conclude that narrative has purpose to entertain the readers with interesting stories.

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<sup>44</sup>Juliani Dameria Pardosi et al., “An Error Analysis of Students In Writing Narrative Text,” *Linguistic, English Education and Art (LEEA) Journal* 3 (2019), p. 164.

<sup>45</sup>Novita Sahara July, “Common Grammatical Errors In Writing Narrative Text of Eight Grade Students at MTs Negeri Sijenjang,” 2017, p. 4–5. Retrieved from <http://ejournal.iainkendari.ac.id/langkawi/article/view/936>, On Thursday 31 October 2019, at 16:00 p.m..

Narrative is social role as a medium for entertainment and changing social opinion and attitudes.<sup>46</sup> Narration is a description of events, especially in a novel or story, the act or process of telling a story.<sup>47</sup> Narrative is telling a story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in different ways. Cahyono stated that narration usually refers to telling story. The ideas in the narration are developed chronologically.<sup>48</sup> Narrative text is a text to tell an imagination story is built in sequentially which has purpose is to amuse to the reader.

Narrative text is a story which uses spoken or written language. According to Rebecca, a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story.<sup>49</sup>

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 process of telling a story." It similarly with John Langan says,

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<sup>46</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: UNSW Press Book, 2005), p. 220. Retrieved from <https://www.pdfdrive.com/genre-text-grammar-technologies-for-teaching-and-assessing-writing-e156774997.html>, On Thursday 31 October 2019, at 16:10 p.m..

<sup>47</sup>Hornby, *Oxford Advance Learners' Dictionary*, p. 1013.

<sup>48</sup>Dian Luthfiyati and Mohammad Adnan Latief, "Mistakes in Writing Narrative Texts Made by The Students of Senior High School" 3, No. 2 (2015), p. 162. Retrieved from <http://journal.um.ac.id/index.php/jph/article/view/4854>, On Saturday 26 October 2019, at 21:13 p.m.

<sup>49</sup>Fenti Susilawati, "Teaching Writing of Narrative Text Through Digital Comic," *Journal of English and Education* 5, No. 2 (2017), p. 103.

“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.” According to Otong Setiawan, “Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers.”<sup>50</sup>

Meanwhile, Knapp and Watkins adds that formally, narrative sequences people/characters in time and space.<sup>51</sup> In its most basic form, in text types such as recounting and retelling, the genre does little more than simply sequence. A key characteristic for all text types in the genre, however, is the requirement to orient or introduce the reader/listener to the people, time and place in the story. The structure of narrative is generally more complex than the orientation and sequencing typical of recounting.

From some explanations above, the researcher concluded that narrative text is one kind of the text which is an imagination story, legend, folklore, fabel, fairy tales or event that occurred in the past, which has systematical and chronologically form. This text has function to amuse or entertain the reader or listeners.

#### b. Generic Structure of Narrative Text

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<sup>50</sup>Lubis, “Writing Narrative Text,” p. 68.

<sup>51</sup>Reki Anggara; Wennyta; Khidayatul Munawwaroh, “Error Analysis on Students’ Writing of Narrative Text Made by Fourth Semester Students at English Education Study Program of Batanghari University Year 2017/2018, *Journal of English Language Teaching* 2, No. 2 (2018), p. 53. Retrieved from *jet.unbari.ac.id*, On Saturday 26 October 2019, at 21:56 p.m.

The generic structure of narrative text focuses on a series of stages that propose to build a story. In traditional narrative the stages include.<sup>52</sup>

#### 1) Orientation

Orientation is about the opening paragraph where the characters of the story are introduced.<sup>53</sup> Orientation is parts of text give setting or opening about narrative. Introduction contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. the introduction of the characters who involve in the story, time and the place where the story takes place.

In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was/where, where it happened, when it happened.

#### 2) Complication

Complication is parts of text to inform about the conflict in narrative. Sequence of events (complication) This part tells the

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<sup>52</sup>Bosede Fakeye and DO Fakeye, "Instruction in Text Structure as a Determinant of Senior Secondary School Students' Achievement in English Narrative Text in Ido Local Government Area, Oyo State," *AFRREV IJAH: An International Journal of Arts and Humanities* 5, No. 2 (2016), p. 273. Retrieved from <https://doi.org/10.4314/ijah.v5i2.22>.

<sup>53</sup>Artono Wardiman and Masduki B. Jahur, *English in Focus*, ed. Team of Setia Purna Inves (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008, 2008), p. 90.

sequence of the story. The problem faced by the character. The complication makes the story more interesting because the character is prevented to reach his or her wants. It is in the middle of the story. Complication is a series of events in which the main character attempts to solve the problem.

### 3) Resolution

Resolution is parts of text to describe about the reaction to solve the problem. Resolution, it tells how the problem was solved it also called solving problem. A satisfying narrative we will give the resolution of the problem. Resolution is the ending of the story containing the problem solution

Resolution is the part where the problem is resolved, it consists of the final events of the story and it answers the question "how did it end?"<sup>54</sup>

### 4) Coda

Coda is the describe reflection or evaluation the conflict about narrative.<sup>55</sup> Coda, it tells what the story has told or tells again the character and contains the message of moral value to the

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<sup>54</sup>Emi Ermawati, *Narrative Structure of Short Stories*, First Edition (Malang: UIN Maliki Press, 2010), p. 37.

<sup>55</sup>Lubis, "Writing Narrative Text", p. 69.

readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable.<sup>56</sup>

Coda is signaling the end. The “coda” is a formal conclusion that signals the end of the story, and returns the storyteller and the public to the present. The “coda” is a functional device for returning the verbal perspective to the present moment” a coda, a signal of completion.<sup>57</sup>

From some explanations above, the researcher concluded that generic structure of narrative text consists into four, namely: orientation, complication, resolution, and the last is coda.

#### c. Function of Narrative Text

The purpose of this text is to amuse or entertain the readers with actual or vicarious experiences in different ways.

Narrative text deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>58</sup>

#### d. Kinds of Narrative Text

- 1) Legend
- 2) Fable
- 3) Fairy tales
- 4) Science fiction

#### e. The Language Features of Narrative Text

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<sup>56</sup>Sulistyo, p. 18.

<sup>57</sup>Ermawati, p. 38.

<sup>58</sup>Sanggam Siahaan, *Generic Text Structure*, First Edition (Yogyakarta: Graha Ilmu, 2008), 73.

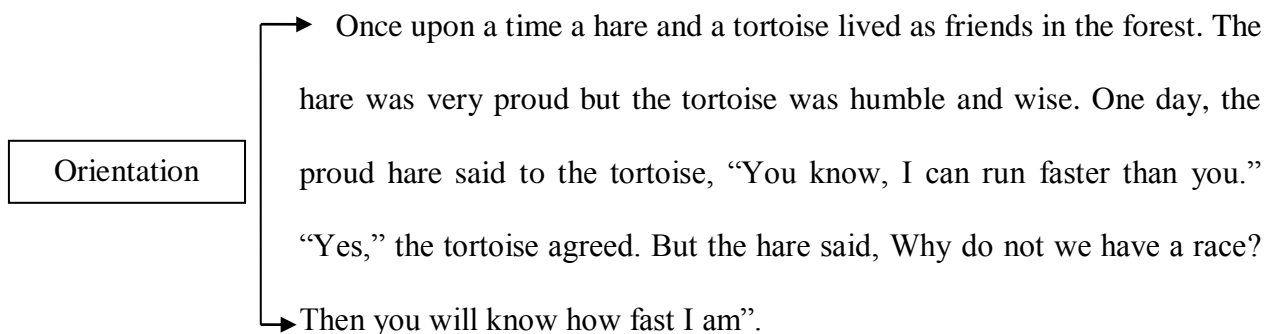
The language features of the text, namely:

- 1) The use of noun, such as tree, tortoise, hare, etc.
- 2) The use of noun phrase, such as the proud hare, etc.
- 3) The use of connectives, such as first, before, then, and finally.<sup>59</sup>
- 4) The use of adverbial phrases of time and places, such as once upon a time, in the forest, etc.
- 5) The use of thinking verb and feeling verb, such as the hare thought “I’ll take a sort nap, etc.
- 6) The use of material process, such as run, huge, nap, etc.
- 7) The use of verbal process, such as asked, said, etc.<sup>60</sup>

According to Pardiyono, some of language features of writing narrative text consist of past tense, adjective, adverb and conjunction.<sup>61</sup>

### The Example of Narrative Text

#### **The Hare and The Tortoise**



<sup>59</sup>Suparmin and Rahmadi Danang, *Bridge to the World*, Bahasa Inggris Mediatama (Surakarta: Mediatama, 2012), p. 63.

<sup>60</sup>Th. M. Sudarwati and Eudia Grace, *Look Ahead Book 2*, ed. Anna Valentina and Dwi Wahyu Priyanto (Jakarta: Erlangga, 2007), 154.

<sup>61</sup>Lubis and Introduction, “Writing Narrative Text.”

Complication

Even though the tortoise knew he was no match for the hare, he knew that the hare was arrogant. He agreed to join the race. The race started. The hare ran fast and was ahead of the tortoise. As he was running, the hare came by a huge tree. The hare thought, "I'll take a short nap under the tree and then run again."

Resolution

The tortoise, walking slowly, went past the sleeping hare and reached the finish line. When the hare woke up, he realized he had slept for too long. He ran as fast as he could but he saw the tortoise had already reached the finish line before him. The hare felt humbled. He had learnt his lesson.<sup>62</sup>

### C. Review of Related Finding

There were some researchers which have done the research that related to this research, as follow:

1. The first researcher was Reki Anggara, et.al. The researcher found the result percentages of two types of the errors made by the fourth semester students at English education program Batanghari University. The researcher found that first, the biggest total percentage of the errors in language feature made by the students writing narrative text was past tense. Second, the middle total percentage of the errors made by the students was adjective. Third, the smallest total percentage made by the

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<sup>62</sup>Didik Djunaedi, *The Crane and The Fox and Other Stories*, (Jakarta: Gading Inti Prima, 2019), p. 12.



students was adverb. The biggest total percentage of the errors in generic structure made by the students writing narrative text was spelling. Second, the middle total percentage of the errors made by the students was punctuation. Third, the smallest total percentage made by the students was orientation.<sup>63</sup>

2. The second researcher was Eko Mulyono. The researcher found the errors do occur in the production of narrative text committed by students in grade XI of SMKN 4 Surakarta. There are three types of errors namely lexical, syntactical, and discourse error. The types of errors have twenty four categories of errors. The most dominant error is in syntactical error i.e. using simple present tense refers to simple past with the percentage 22,37%.<sup>64</sup>
3. The third researcher was Novita Sahara. The researcher found the result of common errors which found on the student's writing into some categories. The biggest number found in capital letters category which has number 38 or 32, 20 % error. It can be conclude that the students of MTsN Sijenjang faced some problems in the process of writing a text.<sup>65</sup>

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<sup>63</sup>Error Analysis on Students' Writing of Narrative Text Made by Fourth Semester Students at English Education Study Program of Batanghari University Year 2017/2018, *Journal of English Language Teaching* 2, no. 2 (2018), p. 56, <http://jelt.unbari.ac.id/index.php/jelt/article/download/26/26>.

<sup>64</sup>Error in Narrative Text Committed by Students of Grade XI of Vocational High School State 4 Surakarta Academic Year 2014/2015," *Jurnal Penelitian Humaniora* 2 (2015). p. 30-32.

<sup>65</sup>Common Grammatical Errors In Writing Narrative Text of Eight Grade Students at MTs Negeri Sijenjang, p. 7-8.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

The research conducted at State Institute for Islamic Studies (IAIN Padangsidimpuan), locates at Jln. H.T. Rizal Nurdin Sihitang, Padangsidimpuan. Specifically at Tarbiyah and Teacher Training Faculty. This research started from 29<sup>th</sup> June up to 15<sup>th</sup> August 2020.

#### B. Kind and Method of the Research

This research applies qualitative research. Qualitative research is a research that does not use statistic method, which to analyze what other people do in real activity. The method of qualitative research is which emphasizes in aspect of comprehending in deep the problem.

Qualitative research is concerned with nonstatistical methods of inquiry and analysis of social phenomena. Qualitative methods open up all experiences to knowledge status.<sup>66</sup>

This research used descriptive method. Descriptive method is a method to analyze or make a sense perception about situation or event based on real thing happens. The goal of descriptive research is to describe a phenomenon and its characteristics.<sup>67</sup>

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<sup>66</sup>Nima Shakouri, "Qualitative Research: Incredulity Toward Metanarrativeness," *Journal of Education and Human Development* 3, No. 2 (2014), p. 674. Retrieved from [http://jehdnet.com/journals/jehd/Vol\\_3\\_No\\_2\\_June\\_2014/40.pdf](http://jehdnet.com/journals/jehd/Vol_3_No_2_June_2014/40.pdf), On Monday 21 October 2019, at 18:01 p.m.

<sup>67</sup>Hossein Nassaji, "Qualitative and Descriptive Research: Data Type Versus Data Analysis," *Language Teaching Research* 19, No. 2 (2015), p. 129. Retrieved from <https://doi.org/10.1177/1362168815572747>, On Monday 21 October 2019, at 18:33 p.m.

### C. Source of the Data

The sources of the data is the subject who was given the data to researcher. The source of data in this research consists of two sources. They are primary and secondary data.

#### a. Primary data

Researcher took one class to do this research. It was considered based on the ability of this class which assumed that TBI-1 at 6<sup>th</sup> semester more competence than other TBI classes. Researcher took the certainly class because it could be representative to take the result of research, that is class TBI-1 that consists 37 students. In this research there are 35 students who answered the test.

This research done with purposive sampling. According to Riduwan that, "Purposive sampling is one of technical that can be used by researcher, if researcher had some of considerations take the certainly sampling to get the aim".<sup>68</sup>

#### b. Secondary data

Researcher did interview to ten students to get the reason and example of errors made by students.

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<sup>68</sup>Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2002), p. 63.

#### D. Instrument of Collecting Data

In this research uses test and interview to collect the data of the research. For collecting the data accurately on student's error in writing narrative text, the researcher gave essay narrative writing test. Test is one kind of instrument that researcher used to measure the students' ability and to know how far the students' comprehend about the subject or the lesson that teacher has been explained. The instrument of this research is essay narrative writing test given to the students. The writing test was intended to gather information about the students' errors in writing narrative text.

According to Ary et al stated that test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. If based on Kerlinger said that test is a systematic procedure in which the individuals tested are presented with a set of constructed stimuli to which they respond, the responses enabling the tester to assign the testes numerals.<sup>69</sup>

Lexy J. Moleong stated that test is a practice that is used to measure someone or a group's skill, knowledge, intelligence, ability or talent.<sup>70</sup> Meanwhile, Anne Anastasi defines a test as a tool of measure which has objective standard and can be used widely, and truly can be used to measure and to compare behavior of individual.<sup>71</sup>

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<sup>69</sup>Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi Dan Praktiknya* (Jakarta: Bumi Aksara, 2003), p. 138.

<sup>70</sup>Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), p. 103.

<sup>71</sup>Syukur Kholil, *Metodologi Penelitian Komunikasi* (Bandung: Citapustaka Media, 2006), p. 104–105.

In this research, the researcher used essay writing to test the students in writing narrative text, which essay writing which is probably one of the more common writing tasks. Essay is group of paragraphs written about single topic and a central main idea.<sup>72</sup> In this test, students asked to write a narrative text about a legend. So, indicator of test are:

Table 2  
Indicator of Test

No	Surface Strategy Taxonomy	Item Error	Frequency of Error	Percentage
1	Omission	Conjunction		
2	Addition	Article Singular/Plural To be		
3	Misformation	Verb Tense Adverb & Adjective		
4	Misordering	Demonstrative Adjective Pronoun Preposition		
Total				

Test is a direction to write narrative text based on generic structure. Appropriate with the instrument of this research, the researcher wants to find out error based on surface strategy taxonomy made by students. So the researcher analyzed the students' error in writing narrative text.

<sup>72</sup>Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, First Edition (Oxford: Macmillan Education, 2005), p. 56. Retrieved from <https://www.pdfdrive.com/academic-writing-from-paragraph-to-essay-e12836704.ht>, On Monday 21 October 2019, at 18:25 p.m..

According to Nasution said that interview is a verbal communication similarly as a conversation to take the information.<sup>73</sup> Researcher did interview to ten students about errors in writing narrative text. The question is a tool to know the errors and the reason made by students in writing narrative text. The interview was done via online by using WA application indirectly. The students sent the record about answer of questions after researcher has sent the list of interview to the students.

#### **E. Technique of Collecting Data**

The research has done (via-online) by using google classroom, so technique of collecting data (the test) of this research described as follow:

1. Telling or announcing the students from WA that researcher will do this research (via-online) by using google classroom.
2. Sending the code class to the students from WA to enter the group in google classroom.
3. Choosing appropriate time to do this research.
4. Sending the instrument of test in file form in google classroom.
5. Explaining what the test is and what students will do with the test.
6. Determine the time in doing the test.
7. Asking the students to answer the test.
8. Giving chance to the students to answer the test.
9. Collecting or printing the students' answer sheet (as proof) to analyze it.

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<sup>73</sup>S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2003), p. 113.

## F. Technique of Data Analysis

There are some steps in applying the error analysis to analyze the data that researcher adapted from Brown. The steps mean are explained below:

1. Read the students' writing firstly.
2. Identification of Error

Identification of errors here refers to the identification of any deviations in English sentences which possibly could be found in the students' writing.

3. Classification of Error

After the errors have been identified, the next step is classifying it into kind of errors. The classification of error was done based on surface strategy taxonomy proposed by Dulay et.al. which is classified into omission, addition, misformation, and misordering.

4. Tabulating of Error

Besides the two procedures above, this research counted the frequency of occurrence of the error made by the students. It is needed to figure out the frequency of the errors previously identified and classified. The error are then counted and tabulated, and the number of errors is presented in the form of percentage. To find the percentage of frequency in each kind of errors, the formula use is as follows:

$$x = \frac{n}{nt} \times 100 \%$$

Where:

x : percentage of errors type

n : the number of a particular type of error

nt : the total number of all types of errors

#### 5. Describing of Error

Then, the next step is describing the errors in terms of the kind and proportions. In the description of each error, the researcher examined the sentences containing errors then analyzed the errors based on the surface strategy taxonomy.<sup>74</sup>

#### 6. Taking conclusion

The last step is taking conclusion. Researcher concluded the kinds of dominant error made by students in writing narrative text.

### **G. Technique of Trustworthiness the Data**

Here, researcher used member checking. This criterion asks the researcher to seek for the truth and to ensure that the data obtained in the research is convenient to what the researcher intended.

Member Checking is interpretations of the data are shared with participants to ensure that meaning has been preserved. Used member checking to determine the accuracy of the qualitative findings through taking the final report or spesific description or themes back to participants and determining whether these participants feel that they are accurate. The researcher takes back parts of the polished product.<sup>75</sup>

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<sup>74</sup>Donal, "Exploring Students' Errors in Constructing Sentences," p. 103.

<sup>75</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, Third Edition (United States of America: SAGE Publications, Inc., 2009), p. 191. Retrieved from [https://www.pdfdrive.com/john-w-creswell-research-design\\_-qualitative-quantitative-and-mixed-methods-approaches-d24960021.html](https://www.pdfdrive.com/john-w-creswell-research-design_-qualitative-quantitative-and-mixed-methods-approaches-d24960021.html).



## CHAPTER IV

### THE RESULT OF RESEARCH

#### A. Research Finding

This research applies qualitative research that uses descriptive method. The participant of this research is student TBI-1 at 6<sup>th</sup> semester of English Department period 2019-2020. Based on instrument of the test, students asked to write/type a narrative text about legend. There are 35 students who answered the test. After finishing the test, students sent the test in file form to google classroom. The detail description of result the test described below:

1. Students made error in surface strategy taxonomy category.
2. Kinds of error made by students were in omission (63 errors), addition (62 errors), misformation (56 errors), and misordering (23 errors) categories. (see on table 3 below)

Table 3

Classification of Students' Error

Items Error	Surface Strategy Taxonomy			
	Omission	Addition	Misformation	Misordering
Conjunction	11	8	0	6
Article	18	17	0	0
Singular/Plural	7	3	1	0
To be	10	15	1	0
Verb Tense	4	1	52	4

Adverb & Adjective	2	1	0	3
Demonstrative adjective	8	3	0	0
Pronoun	2	13	2	2
Preposition	1	1	0	8
Total	63	62	56	23
	204			

3. The dominant error made by students was in omission category with the percentage 30,9 %. (see on the table 4 below)

Table 4

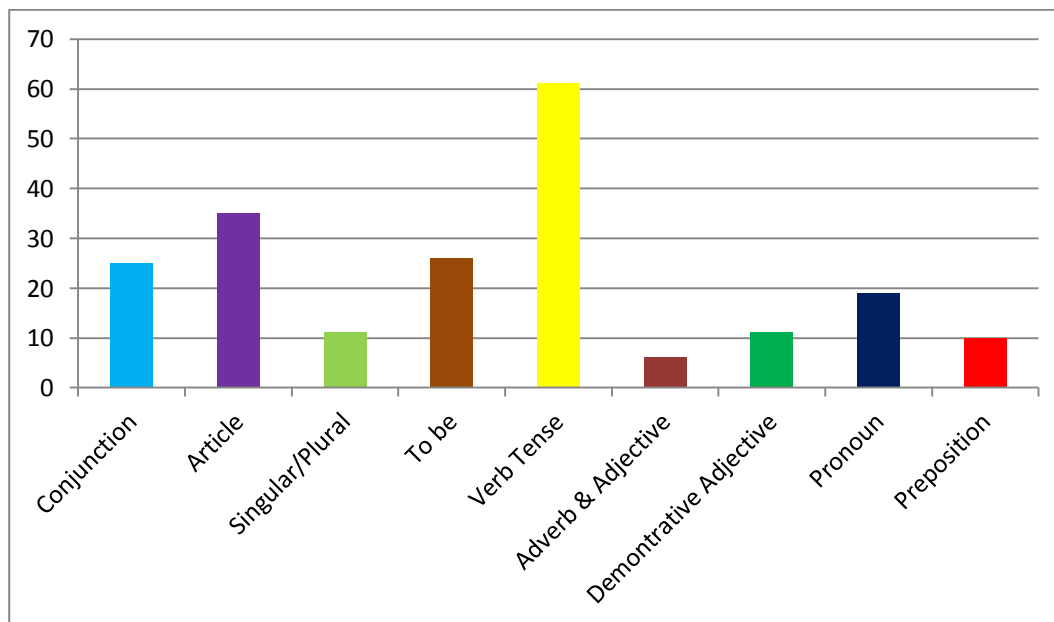
Percentage of Dominant Error Made by Students

No.	Error	Frequency Error	Percentage (%)
1	Omission	63	30,9 %
2	Addition	62	30,4 %
3	Misformation	56	27,4 %
4	Misordering	23	11,3 %
Total		204	100 %

Based on figure 1 below, there are 9 grammatical items found on students' error in writing narrative text. But there are five item errors often appears on students' grammatical; they are: verb tense (61 errors), article (35 errors), to be (26 errors), conjunction (25 errors), and pronoun (19 errors)

Figure 1

## Items Error Made by Students

**B. Discussion**

Based on data analysis above, error really made by students in writing narrative text. Researcher counted there were 204 number of errors. There are nine item errors that usually faced by students, they are on using conjunction, article, singular and plural, to be, verb tense, adverb and adjective, demonstrative adjective, pronoun, and preposition. Researcher found the highest errors which include into dominant errors was in omission category which has 63 or 30,9%. The lowest was in misordering category which the number of error was 23 or 11,3%.

The reason why students made errors in writing narrative text due to less in grammar mastery and confused how to differentiate of the verb. So the lesson that must be mastered by students firstly are about vocabularies

and grammar. Without knowing vocabularies in English and do not understand about grammar, the students will feel difficult to write sentences or a text.

What have been found in this research was little different to the findings before. The research who conducted by Reki Anggara, et.al found the first biggest error was in past tense with the number of error was 84 or 4,35%. The second was in adjective with the number of error was 87 or 4,20%. The third was in adverb with the number of erros was 98 or 3,73%. The last was in conjunction with the number of error was 97 or 3,77%.<sup>76</sup>

While the research who conducted by Eko Mulyono. There are three types of errors namely lexical, syntactical, and discourse error. The types of errors have twenty four categories of errors.

The most dominant error is in syntactical error i.e. using simple present tense refers to simple past with the percentage 22,37%..<sup>77</sup>

Meanwhile, the research who conducted by Novita Sahara found the biggest number of error was in capital letters category which has number 38 or 32,20%.<sup>78</sup>

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<sup>76</sup>Error Analysis on Students' Writing of Narrative Text Made by Fourth Semester Students at English Education Study Program of Batanghari University Year 2017/2018, *Journal of English Language Teaching* 2, no. 2 (2018), p. 56, <http://jelt.unbari.ac.id/index.php/jelt/article/download/26/26>.

<sup>77</sup>Error in Narrative Text Committed by Students of Grade XI of Vocational High School State 4 Surakarta Academic Year 2014/2015," *Jurnal Penelitian Humaniora* 2 (2015). p. 30-32.

<sup>78</sup>Common Grammatical Errors In Writing Narrative Text of Eight Grade Students at MTs Negeri Sijenjang, p. 7–8.

### **C. The threats of the Research**

In conducting this research, the researcher realized that there were many threats of the research. It started from arranging proposal until finishing the thesis. So, the researcher knows this thesis still far from excellent thesis.

The researcher have done the interview and gave the test to the students in via online by using google classroom. There were threats of time in doing this research. Because the students had many activities, so the process of collecting the data needed long time. Therefore, to get a fix for this thesis, the researcher expected support and helping from advisors and english lecturer.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The conclusion of this research as follow:

1. The error made by students at 6<sup>th</sup> semester of English Department period 2019-2020 IAIN Padangsidempuan in writing narrative text was in Surface Strategy Taxonomy category. The item errors that usually faced by students were on using conjunction, article, singular/plural, to be, verb tense, adverb and adjective, demonstrative adjective, pronoun, and preposition.
2. The kinds of error made by students in writing narrative text were in category of omission, addition, misformation, and misordering. The number of omission error was 63. The number of addition error was 62. The number of misformation error was 56. The last is the number of misordering error was 23. Total all of the errors were 204.
3. The kinds of dominant error made by students in writing narrative text was in omission category with the percentage 30,9 %

**B. Suggestion**

After explaining of the conclusion above, the researcher wants to give the suggestions concern with the result of the research. It can be seen as follow:

1. On this occasion, the researcher hopes that other researcher will conduct a research related to the topic study, especially to find out other students' error analysis in narrative text.
2. The English lecturer motivates the students to improve students' ability in writing genre especially in narrative text. So, the students can not make errors again for the next time.

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## APPENDIX 1

### The Instrument of Test

#### A. Introduction

This test is used by the researcher as the instrument of the research. This is to find out students' error in writing narrative text by analyzing the errors in the text. The researcher gives this test and orders the students to do it under the instruction.

#### B. Instruction

1. Fill in your identity in the provide box.
2. Write down a narrative text about a legend. This must be your own text.
3. The text should consists of the generic structure of narrative text; orientation, complication, resolution, and coda.
4. Time is given for you is 90 minutes.

Name :

Room :

Reg. No :

Date/Month/Year .

.....

.....

.....



## **APPENDIX 2**

### **The List of Interview**

#### A. Interview to Students

1. Have you ever made error in writing narrative text?
2. What error do you make in writing narrative text?
3. Why do you make error in writing narrative text? Give your reasons!

### APPENDIX 3

#### Analysis of Students' Error

Initial students' names	Analysing the students' error	Original Writing	Reconstructions
LL	Omission of to be "were"	The prince and the princess fell in love	The prince and the princess <u>were</u> fell in love
	Omission of adverb of place	In the forest near the lake	In the forest near <u>to</u> the lake
	Addition of article "a"	For <u>a</u> swim in the lake	For swim in the lake
	Addition of conjunction	the world devided into two parts, <u>and</u> each part was rulled by a powerful giant king	the world devided into two parts, each part was rulled by a powerful giant king
	Addition of conjunction	wanted to travel, <u>and</u> so left father's palace	wanted to travel, so left father's palace
	Misformation of verb tense	but story takes place when there was peace	but story <u>took</u> place when there was peace
	Misformation of verb tense	The prince say he wanted to marry the princess	The prince <u>said</u> he wanted to marry the princess
	Misordering of prepositional phrase	In days long gone by	Long day ago
	Misordering of verb tense	The prince was about	The prince <u>was swimming</u>

		to swim away when the giant princess called him back	away when the giant princess called him back	
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	2	3	2	2
SH	Omission of conjunction	carried a basket, wore dirty clothes	carried a basket <u>and</u> wore dirty clothes	
	Omission of demonstrative adjective	Nobody knew they were mother and daughter	Nobody knew <u>that</u> they were mother and daughter	
	Omission of article	While entering village	While entering <u>the</u> village	
	Omission of article	But girl arrogantly replied	But <u>the</u> girl arrogantly replied	
		A market was far away from	<u>The</u> market was far away from	
	Addition of article	She gave <u>a</u> same answer	She gave same answer	
	Misordering of prepositional phrase	A market was far away from	A market was <u>far from</u>	
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering



	4	1	-	1
MAP	Omission of article	He tried to apply for job		He tried to apply for <u>a</u> job
	Omission of to be	That why his boss cared for him		That <u>was</u> why his boss cared for him
	Omission of conjunction	The merchant was so proud <u>with</u> Sampuraga		The merchant was so proud of Sampuraga
	Addition of article	Take this old woman out of here		Take this <u>an</u> old woman out of here
	Misformation of plural	I want to go some place		I want to go some <u>places</u>
	Misformation of verb tense	After working all day		After work all day
	Misformation of verb tense	Most of inhabitants have farms and fields		Most of inhabitants <u>had</u> farms and fields
	Misformation of verb tense	Sampuraga asking for his mother's blessing		Sampuraga asked for his mother's blessing
	Misformation of verb tense	live in prosperity		<u>lived</u> in prosperity
	Misformation of verb tense	People later call it		People later <u>called</u> it
	Misordering of conjunction	But then he saw		Then he saw
	Misordering of conjunction	The old woman then		Then the old woman
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	3	1	5	2
NSS	Omission of article	They lived as couple		They lived as <u>a</u> couple
	Omission of to be	That so famous		That <u>was</u> so famous

		Sumartono dead	Sumartono <u>was</u> dead
Omission of article		In river area	In <u>the</u> river area
Addition of conjunction		<u>and</u> they lived in Simangalan	they lived in Simangalan
Addition of conjunction		<u>And</u> fall down to the river	fall down to the river
Addition of to be		Because there are crocodiles	Because there <u>were</u> crocodiles
Addition of conjunction		<u>And then</u> Sumartono worked	Then Sumartono worked
Addition of conjunction		<u>And</u> suddenly a crocodile	suddenly a crocodile
Addition of adverb of manner		We must be <u>carefully</u>	We must be carefully
Misformation of verb tense		They work every monday	They <u>worked</u> every Monday
Misformation of verb tense		A crocodile comes from river	A crocodile <u>came</u> from river
Misformation of verb tense		Pounce him	<u>Pounced</u> him
Misformation of verb tense		His wife cry	His wife <u>cried</u>
Misformation of verb tense		And fall down to the river	And <u>fell</u> down to the river
Misformation of verb tense		Eat up crocodile	<u>ate</u> up crocodile
Misformation of verb tense		We work in river area	We <u>worked</u> in river area
Misordering of verb tense		His wife <u>sock</u> looked	His wife <u>socked</u> to look
Misordering of pronoun		As farmer sawit	As Sawit farmer

	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	4	6	7	2
MS	Addition of to be	His name is Tumang		His name <u>was</u> Tumang
	Addition of to be	A mother which was called is Dayang Sumbi		A mother which was called <u>was</u> Dayang Sumbi
	Addition of relative pronoun	A mother which was called		A mother <u>who</u> was called
	Addition of relative pronoun	A child which was called Sangkuriang		A child <u>who</u> was called Sangkuriang
	Misformation of verb tense	Sangkuriang got wounded		Sangkuriang got <u>wound</u>
	Misformation of verb tense	And scare		And <u>scared</u>
	Misordering of adverb of time	Years go by		Years by years
	Misordering of prepositional phrase	With a down just moment away		Just moment down away
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	-	4	2	2
MW	Addition of demonstrative possessive	It can catch <u>it's</u> prey quickly		It can catch prey quickly
	Misformation of verb tense	A single prey passes		A single prey passed
	Misformation of	Suddenly to hear the sound		Suddenly <u>heard</u> the

	verb tense		sound
	Misformation of verb tense	And it turns out	And it <u>turned</u> out
	Misformation of verb tense	The crocodile moves slowly	The crocodile moved slowly
	Misformation of verb tense	He get a delicious prey	He got a delicious prey
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	-	1	5
IF	Omission of plural	Some job	Some jobs
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	1	-	-
ADP	Omission of to be	A large bear getting closer toward them	A large bear <u>was</u> getting closer toward them
	Omission of preposition	The bear came near the one	The bear came near <u>to</u> the one
	Misformation of to be	He lay down	He laid down
	Misformation of verb tense	The bears do not want to touch	The bears <u>did</u> not want to touch
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	-	2
AD	Omission of to be	Gave the name Sangkuriang	Gave the name <u>was</u> Sangkuriang
	Omission of word	Sangkuriang grew to be a handsome	Sangkuriang grew <u>up</u>

	“up”		to be a handsome
	Addition of possessive pronoun	As proof as his love for him	As proof as his love for <u>her</u>
	Addition of demonstrative adjective	So <u>that</u> the Gods gave him a youthful and beautiful face	So the Gods gave him a youthful and beautiful face
	Addition of to be	That is Mount Tangkuban Perahu	That <u>was</u> Mount Tangkuban Perahu
	Misformation of verb tense	Sangkuriang make a big boat	Sangkuriang <u>made</u> a big boat
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	4	1
			Misordering
			-
EH	Omission of verb	To a long mission	To <u>go</u> a long mission
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	1	-	-
			Misordering
			-
PS	Omission of plural	Looking for some food	Looking for some foods
	Omission of verb	They fought for the goat	They fought for <u>getting</u> the goat
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	-	-
			Misordering
			-
FSF	Omission of plural	Looking for some food	Looking for some foods
	Omission of verb	They fought for the goat	They fought for getting the goat
	<b>Classification Error</b>		
	Omission	Addition	Misformation
			Misordering

	2	-	-	-
HR	Omission of demonstrative adjective	The man must promised he would not say to another people		The man must promised <u>that</u> he would not say to another people
	Omission of plural	Some gardening		Some <u>gardenings</u>
	Omission of plural	Some gardening and fishing		Some <u>gardenings</u> and <u>fishings</u>
	Addition of personal pronoun	The did some gardening		<u>He</u> did some gardenings
	Addition of personal pronoun	She ate his father's lunch		<u>He</u> ate his father's lunch
	Misformation of verb tense	The man must promised he would not say to another people		The man must <u>promise</u> that he would not say to another people
	Misformation of verb tense	He wanted to cooks		He wanted to <u>cook</u>
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	3	2	2	-
AD	Omission of conjunction	Carried a basket, wore dirty clothes		Carried a basket <u>and</u> wore dirty clothes
	Omission of demonstrative adjective	Nobody kew they were mother and daughter		Nobody kew <u>that</u> they were mother and daughter

	Omission of article	While entering village	While entering <u>the</u> village	
	Omission of article	But girl arrogantly	But <u>the</u> girl arrogantly	
	Omission of article	Suddenly, girl stopped then slowly	Suddenly, <u>the</u> girl stopped then slowly	
	Addition of article	She gave <u>a</u> same answer	She gave same answer	
		A market was far away from their house	<u>The</u> market was far away from their house	
	Misordering of prepositional phrase	A market was far away from their house	A market was <u>far from</u> their house	
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	5	1	-	1
ARS	Addition of article	He could build <u>a</u> thousand temples before dawn	He could build thousand temples before dawn	
	Addition of to be	Roro Jongrang statue is inside Candi Prambanan	Roro Jongrang statue <u>was</u> inside Candi Prambanan	
	Addition of article	To complete the project of <u>a</u> thousand temples	To complete the project of thousand temples	
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	-	3	-	-
SS	Omission of	This the trick I told you	This trick <u>that</u> I told	

	demonstrative adjective		you
	Addition of article	This <u>the</u> trick I told you	This trick that I told you
	Addition of article	<u>a</u> hundred tricks to get away	hundred tricks to get away
	Misformation of verb tense	Why I know at least	Why I <u>knew</u> at least
	Misformation of verb tense	I know only one trick to get away	I <u>knew</u> only one trick to get away
	Misformation of verb tense	Well out of reach of any dog	Well out of <u>reached</u> of any dog
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	1	2	4
			-
KIP	Omission of conjunction	Carried a basket, wore dirty clothes	Carried a basket <u>and</u> wore dirty clothes
	Omission of demonstrative adjective	Nobody knew they were mother and daughter	Nobody knew <u>that</u> they were mother and daughter
	Omission of article	While entering village	While entering <u>the</u> village
	Omission of article	But girl arrogantly	But <u>the</u> girl arrogantly
	Omission of article	Suddenly, girl stopped then slowly	Suddenly, <u>the</u> girl stopped then slowly
	Addition of article	She gave a same answer	She gave same answer
		A market was far away from their house	<u>The</u> market was far away from their house
Misordering of	A market was far away from their	The market was <u>far</u>	



	prepositional phrase	house	<u>from</u> their house
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	5	1	-
KA	Omission of to be	A large bear getting closer	A large bear <u>was</u> getting closer
	Omission of adverb of place	The bear came near the one	The bear came near <u>to</u> the one
	Misformation of verb tense	He lay down	He <u>laid</u> down
	Misformation of verb tense	The bears do not want to touch the dead creatures	The bears <u>did</u> not want to touch the dead creatures
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	-	2
MA	Omission of conjunction	Thanked the old woman	Thanked <u>to</u> the old woman
	Omission of plural	asked for some food	asked for some <u>foods</u>
	Addition of article	in the ground	<u>on</u> the ground
	Addition of preposition	She gave him shelter and <u>a</u> meal	She gave him shelter and meal
	Misordering of verb	Everybody was dumbfounded	Everybody was dumb <u>founded</u>
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	2	-
			1

MRS	Omission of conjunction	Carried a basket, wore dirty clothes	Carried a basket <u>and</u> wore dirty clothes	
	Omission of article	While entering village	While entering <u>the</u> village	
	Omission of article	Suddenly, girl stopped then slowly	Suddenly, <u>the</u> girl stopped then slowly	
	Omission of demonstrative adjective	Nobody knew they were mother and daughter	Nobody knew <u>that</u> they were mother and daughter	
	Addition of article	She gave a same answer	She gave same answer	
	Misordering of prepositional phrase	A market was far away from their house	A market was <u>far from</u> their house	
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	4	1	-	1
NP	Addition of plural	To find some medicine	To find some medicines	
	Misformation of verb tense	So they go to the forest bring any food	So they <u>went</u> to the forest bring any food	
	Misformation of verb tense	They go to the forest	They <u>went</u> to the forest	
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	-	1	2	-
NS	Misformation of	Kingdom of kahyangan desire his	Kingdom of	

	verb tense	wife	kahyangan <u>desired</u> his wife
	Misformation of verb tense	They get married	They <u>got</u> married
	Misformation of verb tense	Tells her mother	<u>Told</u> her mother
	Misformation of verb tense	Sangkuriang feel sad	Sangkuriang <u>felt</u> sad
	Misformation of verb tense	The morning come before Sangkuriang	The morning <u>came</u> before Sangkuriang
	Misordering of conjunction	The prince then changed	Then the prince changed
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	-	-	5
			1
LH	Omission of to be	A large bear getting closer toward them	A large bear <u>was</u> getting closer toward them
	Addition of conjunction	The bear came near the one	The bear came near <u>to</u> the one
	Misformation of verb tense	The bear do not want to touch	The bear did not want to touch
	Misformation of verb tense	Ask his friend	<u>Asked</u> his friend
	Misformation of verb tense	He lay down	He <u>laid</u> down
	<b>Classification Error</b>		

	Omission	Addition	Misformation	Misordering
	1	1	3	-
WL	Omission of article	To do other things as human		To do other things as <u>a</u> human
	Addition of article	A puppeteer whose name is Geppetto		A puppeteer who name <u>was</u> Geppetto
	Addition of to be and relative pronoun	A puppeteer whose name is Geppetto  A puppeteer whose name is Geppetto		A puppeteer who name <u>was</u> Geppetto  A puppeteer <u>who</u> name was Geppetto
	Misordering of conjunction	He then studied		Then he studied
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	1	2	-	1
UH	Omission of conjunction	Promised his mother		Promised <u>to</u> his mother
	Addition of article	The person who owned the field		<u>a</u> person who owned the field
	Addition of to be	Sampuraga os a story from Mandailing country		Sampuraga <u>was</u> a story from Mandailing country
	Addition of possessive pronoun	She was her real mother		She was <u>his</u> real mother
	Misformation of verb tense	Arriving in the crowd		<u>Arrived</u> in the crowd
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering

	1	2	1	-
SA	Addition of conjunction	Beautiful dan kind		Beautiful <u>and</u> kind
	Misformation of verb tense	They live happily		They <u>lived</u> happily
	Misordering of prepositional phrase	A samll hut far away from		A samll hut <u>far from</u>
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	-	1	1	1
SKR	Addition of article	He could bulid <u>a</u> thousand temples		He could bulid thousand temples
	Addition of article	To complete project of <u>a</u> thousand temples		To complete project of thousand temples
	Addition of to be	Roro Jongrang statue is inside Candi Prambanan		Roro Jongrang statue <u>was</u> inside Candi Prambanan
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	-	3	-	-
WMMH	Omission of article	To bring lunch to father		To bring <u>the</u> lunch to his father
	Omission of possessive pronoun	To bring lunch to father		To bring the lunch to <u>his</u> father
	Addition of to be	Toba lake is called Samosir Island		Toba lake <u>was</u> called Samosir Island
	Misordering of	Toba was very angry and at Samosir		Toba was very angry

	conjunction		<u>to</u> Samosir
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	1	-
DAW	Omission of conjunction	Carried a basket, wore dirty clothes	Carried a basket <u>and</u> wore dirty clothes
	Omission of article	While entering village	While entering <u>the</u> village
	Omission of article	But girl arrogantly	But <u>the</u> girl arrogantly
	Omission of demonstrative adjective	Nobody knew they were mother and daughter	Nobody knew <u>that</u> they were mother and daughter
	Addition of article	She gave <u>a</u> same answer	She gave same answer
	Misordering of prepositional phrase	A market was far away from	A market was <u>far from</u>
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	4	1	-
HIH	Omission of plural	Looking for some food	Looking for some foods
	Omission of verb tense	Then they fought for the goat	Then they fought for <u>getting</u> the goat
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	-	-
NSL	Omission of conjunction	They lived near the Lake Toba	They lived near <u>to</u> the Lake Toba

	Omission of demonstrative adjective	There is a stone hanging on a cliff	There was a stone <u>that</u> hanging on a cliff	
	Addition of plural	The two big stone	The two big <u>stones</u>	
	Addition of to be	There is a stone	There <u>was</u> a stone	
	Misformation of verb tense	There is a stone hanging on a cliff	There was a stone that <u>hung</u> on a cliff	
	Misordering of conjunction	They had stayed there <u>for years</u>	They had stayed there for many years	
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	2	2	1	1
RH	Addition of to be	His dog name is Tumang		His dog name <u>was</u> Tumang
	Addition of to be	A mother which was called <u>is</u> Dayang Sumbi		A mother was called as Dayang Sumbi
	Misformation of relative pronoun	A mother which was called <u>is</u> Dayang Sumbi		A mother <u>who</u> was called as Dayang Sumbi
	Misformation of relative pronoun	A child which was called Sangkuriang		A child <u>who</u> was called Sangkuriang
	Misformation of verb tense	Then cast away from their home		Then <u>casted</u> away from their home
	Misformation of verb tense	The boat was almost complete		The boat was almost <u>completed</u>
	Misordering of adverb of time	Years go by		Years by years
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering

	-	2	4	1
WRS	Omission of conjunction	Ani could play near a samll stream		Ani could play near <u>to</u> a samll stream
	Omission of conjunction	A rice field near their house		A rice field near <u>to</u> their house
	Addition of possessive pronoun	She became a prince		<u>He</u> became a prince
	Addition of possessive pronoun	He could wet his feet		she could wet <u>her</u> feet
	Addition of relative pronoun	The frog looked at him		The frog looked at <u>her</u>
	Addition of possessive pronoun	He could wet his feet		<u>she</u> could wet his feet
	Addition of relative pronoun	He liked to hunt for crickets		<u>she</u> liked to hunt for crickets
	<b>Classification Error</b>			
	Omission	Addition	Misformation	Misordering
	2	5	-	-
MP	Omission of to be	The princess statue Roro Jongrang		The princess statue <u>was</u> Roro Jongrang
	Omission of personal pronoun	Was the daughter of Pabu Baka		<u>She</u> was the daughter of Pabu Baka
	Addition of demonstrative adjective	So that the rooster thought <u>that</u> it		So that the rooster thought it
	Addition of relative pronoun	whose name was Roro Jongrang		<u>Who</u> name was Roro Jongrang
	Addition of to be	People called the temple, Prambanan		People called the



		Temple	temple <u>was</u> Prambanan Temple
	Misordering of adjective	Whose beauty was very famous in the land	Who was very <u>beauty</u> and famous in the land
	Misordering of relative pronoun	Whose beauty was very famous in the land	<u>Who</u> was very beauty and famous in the land
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	2	3	-
MRH	Omission of to be	You greedy	You <u>were</u> greedy
	Omission of to be	They both punching and kicking	They <u>were</u> both punching and kicking
	Omission of article	Fought for goats	Fought for getting <u>the</u> goats
	Addition of to be	Baya is the crocodile	Baya <u>was</u> the crocodile
	Addition of article	Sura is <u>the</u> named of the shark	Sura is named of the shark
	Addition of to be	This is the most delicious lunch	This <u>was</u> the most delicious lunch
	Addition of plural	Looking for some food	Looking for some foods
	Addition of verb	Feels tired of fighting	<u>Feel</u> tired of fighting
	Misformation of verb tense	Baya see a nice goat	Baya <u>saw</u> a nice goat
	Misformation of verb tense	They live in different places	They <u>lived</u> in different places
	Misformation of verb tense	Baya live in the water	Baya lived in the water

	Misformation of verb tense	Stay in the country	Stayed in the country
	Misformation of verb tense	They fight again	They fought again
	Misformation of article	Sura is the named of the shark	Sura is named of the shark
	Misformation of verb tense	Later they fought for goats	Later they fought for <u>getting</u> the goats
	Misordering of verb	Tail Sura Baya fight	Sura fought Baya's tail
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	3	5	7
			Misordering
			1



**nia syahri**

28 Agu



Nama: Nia Syahri

Nim : 1720300022

Tambahkan komentar kelas



**Sintia Siregar**

28 Agu



Sintia siregar

Tambahkan komentar kelas



**Alfi Rahma Safitri**

28 Agu



Assalamualaikum kak, ini tugas Alfi Rahma Safitri dan Ardiani

Tambahkan komentar kelas



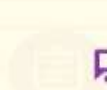
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23 Agu



Assalamualaikum kk.ini kk jwban Meliana Sinaga

Tambahkan komentar kelas



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Writing Narrative Text at Sixth Se...



Tugas Kelas



Anggota





**Hany Isma Handayani**

29 Agu



Hany Isma Handayani

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Tambahkan komentar kelas



**Hotni Rambe**

29 Agu



Assalamu'alaikum sister, this is my task

Thank you

Tambahkan komentar kelas



**Melisa Pohan**

29 Agu



Melisa Pohan

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Tambahkan komentar kelas



**Alfi Rahma Safitri**

28 Agu



Punya lia

Tambahkan komentar kelas



Forum



Tugas Kelas



Anggota





**Melisa Pohan**

29 Agu



Assalamu'alaikum sist.. this is Nursakinah Lubis' task

Tambahkan komentar kelas



**Winda Lestari**

29 Agu



Assalamualaikum sist

Tambahkan komentar kelas



**Salmah Hasanah**

29 Agu



Assalamualaikum sist

Tambahkan komentar kelas



**Diah Ayu Wahyuni**

29 Agu



Assalamualaikum sister, this is my task  
thank you

Tambahkan komentar kelas

 Forum

 Tugas Kelas

 Anggota



17:37



## Research at Sixth Semester



Bagikan dengan kelas...



**Siti Kholijah Ray**

29 Agu



Assalamualaikum kak

Siti Kholijah Ray

1720300129

Thank you

Tambahkan komentar kelas



**Syaiful Anwar**

29 Agu



Syaiful Anwar

Tbi 1

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Tambahkan komentar kelas

  
Forum

  
Tugas Kelas

  
Anggota





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Petunjuk

Tugas Siswa



Lia Hardianti

Ditugaskan



Nur Safitri

Ditugaskan



Nur Sakinah Lubis

Ditugaskan



Salmah Hasanah

Ditugaskan



Sintia Siregar

Ditugaskan



Siti Kholijah Ray

Ditugaskan



Siti Wildayati Hasibuan

Ditugaskan



Syaiful Anwar

Ditugaskan



Winda Lestari

Ditugaskan



nia syahri

Ditugaskan





100 poin ▾



Petunjuk

Tugas Siswa



Winni Harahap

Diserahkan



kiki andriati

Diserahkan



Ditugaskan



Alfi Rahma Safitri

Ditugaskan



Hany Isma Handayani

Ditugaskan



Hotni Rambe

Ditugaskan



Lia Hardianti

Ditugaskan



Nur Safitri

Ditugaskan



Nur Sakinah Lubis

Ditugaskan



Salmah Hasanah

Ditugaskan



17:36



100 poin ▾



Petunjuk

Tugas Siswa



Mahrenda Wulandari

Diserahkan



Meliana Sinaga

Diserahkan



Melisa Pohan

Diserahkan



Mezy Arni Pulungan

Diserahkan



Nelmawati Pulungan

Diserahkan



Pidiwansah Siregar

Diserahkan



Risdaton Hasanah

Diserahkan



Ummu Hani

Diserahkan



Vai Harahap

Diserahkan



Winda Rahmadani

Diserahkan





100 poin ▾



Petunjuk

Tugas Siswa

19

Diserahkan

13

Ditugaskan



Diserahkan



Ade Pratiwi

Diserahkan



Aditya Dwi Prayoga

Diserahkan



Diah Ayu Wahyuni

Diserahkan



Erwina Hasibuan

Diserahkan



Febri sakinah Fadjrin

Diserahkan



Indah Febrianingsih

Diserahkan



Latifahannum Lubis

Diserahkan



17:36



Petunjuk

Tugas Siswa

## Students' Error In Writing Narrative Text at Sixth Semester of English Department Period 2019-2020 (Via Online) IAIN Padangsidempuan

100 poin

Assalamu'alaikum semuanya dek.  
Ini test yang kakak maksud ya dek  
Jadi dek tugas nya membuat contoh narrative text sesuai generic structure nya dek.  
Kakak harap agar kalian semua mengerjakannya dek.  
Dan apabila sudah selesai dek, kirim kembali dalam bentuk file word ke google classroom kita ini ya dek.  
Jika ada yang kurang paham sama test nya, chat saja kakak secara langsung dek.  
NB: Test tersebut harus menggunakan kalimat anda sendiri.  
Kakak minta maaf mengganggu waktu adek" untuk ini dek, tapi kakak mohon bantuan dan kerjasama kalian semua dek.  
Wassalamu'alaikum.

Lampiran



TEST FOR STUDENTS.docx

Tambahkan komentar kelas





Siti Wildayati Hasibuan



Syaiful Anwar



Ummu Hani



Vai Harahap



Winda Lestari



Winda Rahmadani



Winni Harahap



kiki andriati



nia syahri





Mezy Arni Pulungan



Nelmawati Pulungan



Nur Safitri



Nur Sakinah Lubis



Pidiwansah Siregar



Risdaton Hasanah



Salmah Hasanah



Sintia Siregar



Siti Kholijah Ray





Febri sakinah Fadjrin



Hany Isma Handayani



Hotni Rambe



Indah Febrianingsih



Latifahannum Lubis



Lia Hardianti



Mahrenda Wulandari



Meliana Sinaga



Melisa Pohan



Forum



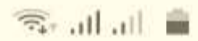
Tugas Kelas



Anggota



17:35



Research at Sixth Sem...



## Pengajar



Putri Ramadhani

## Siswa



Ade Pratiwi



Aditya Dwi Prayoga



Alfi Rahma Safitri



Diah Ayu Wahyuni



Erwina Hasibuan



Forum



Tugas Kelas



Anggota





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INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUN  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sibitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

17 September 2019

Nomor : 115 /In.14/E.6a/PP.00.9/09/2019  
Lamp : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:  
1. Zainuddin, S.S., M.Hum. (Pembimbing I)  
2. Yusni Sinaga, M.Hum. (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan 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 : Putri Ramadhani  
NIM : 16 203 00032  
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : Students' Error In Writing Narrative Text at 6<sup>th</sup> Semester of English Department Period 2019-2020 (Via Online) IAIN Padangsidimpuan

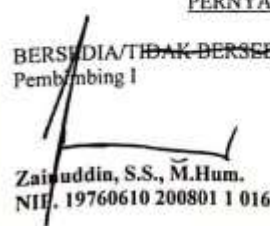
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

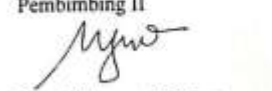
  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDIA/TIDAK BERSEDIA~~  
Pembimbing I

  
Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

BERSEDIA/TIDAK BERSEDIA  
Pembimbing II

  
Yusni Sinaga, M.Hum.  
NIP. 19700715 200501 2 010





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Jalan T. Rizal Nurdin Km. 4,5 Silitang 22733  
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 441 /An.14/E.1/TL.00/06/2020  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

29 Juni 2020

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris  
IAIN Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Putri Ramadhani  
NIM : 1620300032  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Error in Writing Narrative Text at 6<sup>th</sup> Semester of English Department Period 2019-2020 (Via Online) IAIN Padangsidempuan".

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.

a.n.Dekan  
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuji, S.Si., M.Pd.  
198106132006041002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

12 Agustus 2020

Nomor : 65 /In.14/E.6a/PP.00.9/08/2020  
Hal : Surat Keterangan Penelitian

Ketua Program Studi Tadris /Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Putri Ramadhani  
NIM : 16 203 00032  
Program Studi : Tadris/ Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris/ Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan pada tanggal 29 Juni 2020 s/d 15 Agustus 2020 dengan judul "Students' Error in Writing Narrative Text at 6<sup>th</sup> Semester of English Department Period 2019-2020 (Via Online) IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M. Hum  
NIP. 19820731 200912 2 004



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Jalan T. Rizal Nurdin km. 4,5 Sihitang 22733  
Telepon (0634) 22080, Faximile (0634) 24023

**SURAT PERNYATAAN TELAH REVISI SEMINAR PROPOSAL**

Saya yang bernama,


Nama : PUTRI RAMADHANI  
NIM : 16 203 00032  
Jurusan : Tadris Bahasa Inggris / TBI-1  
JudulSkripsi : STUDENTS' ERROR IN WRITING NARRATIVE TEXT AT 6<sup>th</sup>  
SEMESTER OF ENGLISH DEPARTMENT PERIOD 2019-2020  
(VIA ONLINE) IAIN PADANGSIDIMPUAN

Menyatakan bahwa saya telah melakukan revisi seminar proposal pada tanggal 24 Juni 2020. Demikian surat ini dibuat untuk dapat dipergunakan seperlunya.

**Penguji Seminar Proposal**

1.	Zainuddin, S.S., Hum. 19760610 200801 1 016	(Pembimbing / Penguji)	1.	
2.	Yusni Sinaga, M.Hum. 197007152005012010	(Pembimbing / Penguji)	2.	
3.	Fitri Rayani Siregar, M.Hum. 19820731 200912 2 004	(Pembimbing / Penguji)	3.	
4.	Shokira Linda Vinde Rambe, M.Pd. 19851010 201903 2 007	(Pembimbing / Penguji)	4.	

Padangsidimpuan, 24 Juni 2020  
Mengetahui,  
Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004



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INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS

Jln. H.T. Rizal Nurdin Km. 4, Sibitang Fax. 24022 KodePos: 22733 E-mail: tbi\_stainpasid@yahoo.com

**SURAT PERNYATAAN TELAH REVISI SEMINAR HASIL**

Saya yang bernama:

Nama : Putri Ramadhani  
NIM : 16 203 00032  
Jurusan : TBI-1  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : Students' Error In Writing Narrative Text at 6<sup>th</sup> Semester of English

Department Period 2019-2020 (Via Online) IAIN Padangsidempuan

Menyatakan bahwa saya telah melakukan revisi seminar hasil pada tanggal 29 September 2020. Demikian surat ini dibuat untuk dapat dipergunakan seperlunya.

**Penguji Seminar Hasil**

1.	Dr. Ahmad Nizar Rangkti, M.Pd. NIP. 19860413 200604 1 002	(Pembimbing/ Penguji)	1.	
2.	Fitri Rayani Siregar, M.Hum. NIP. 19820731 200912 2 004	(Pembimbing/ Penguji)	2.	
3.	Zainuddin, S.S., M.Hum. NIP. 19760610 200801 1 016	(Pembimbing/ Penguji)	3.	
4.	Yusni Sinaga, M.Hum. NIP. 19700715 200501 2 010	(Pembimbing/ Penguji)	4.	

Mengetahui,

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004



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JURUSAN TADRIS BAHASA INGGRIS

Jln. H.T. Rizal Nurdin Km. 4,5Sihitang Fax. 24022 KodePos: 22733 E-mail: tbi\_stainpasid@yahoo.com

**SURAT PERNYATAAN TELAH REVISI SIDANG MUNAQOSAH**

Saya yang bernama:

Nama : Putri Ramadhani  
NIM : 16 203 00032  
Jurusan : TBI-1  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : **Students' Error In Writing Narrative Text at 6<sup>th</sup> Semester (TBI-1) of English Department Period 2019-2020 (Via Online) IAIN Padangsidempuan**

Menyatakan bahwa saya telah melakukan revisi sidang munaqosah pada tanggal 2 November 2020. Demikian surat ini dibuat untuk dapat dipergunakan seperlunya.

**Penguji Sidang Munaqosah**

1.	Fitri Rayani Siregar, M.Hum. NIP. 19820731 200912 2 004	(Pembimbing/ Penguji)	1.	
2.	Rayendriani Fahmei Lubis, M.Ag. NIP. 19710510 200003 2 001	(Pembimbing/ Penguji)		2.
3.	Zainuddin, S.S., M.Hum. NIP. 19760610 200801 1 016	(Pembimbing/ Penguji)	3.	
4.	Yusni Sinaga, M.Hum. NIP. 19700715 200501 2 010	(Pembimbing/ Penguji)		4.

Mengetahui,

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004