AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA ISLAM AS-SHOFA PEKANBARU

THESIS

SUCI MUTIAH
NPM 156310347

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2022

THESIS APPROVAL

TITLE

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA ISLAM AS-SHOFA PEKANBARU

Name   : SUCI MUTIAH

Student Number   : 156310347

Place/Birth   : Pekanbaru, September 17th 1996

Faculty   : Teacher Training and Education

Study Program   : English Language Education

Advisor

Andi Idayani., S.Pd., M.Pd
NIDN. 1026048501

Head of English Language Education

Muhammad Ilyas., SPd., M.Pd
NPK. 160702565
NIDN. 1021068802
Penata/ Lektor /IIIc

This thesis has been accepted to be one of requirement for award of Bachelor Degree in English Study Program Faculty of Teachers' Training and Education Universitas Islam Riau

Pekanbaru, 27th June 2022
The Vice Dean of Academic

Dra. Miranti Eka Putri.,S.Pd.,M.Ed
NIDN. 1005068201

THESIS

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA ISLAM AS-SHOFA PEKANBARU

Name   : Suci Mutiah

Student Number : 156310347
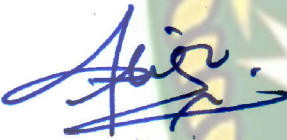
Study Program   : English Language Education
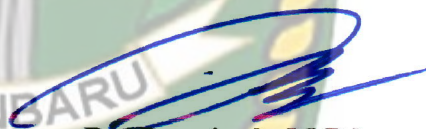
THE CANDIDATE HAS BEEN EXAMINED

Monday, 27th June 2022

THE EXAMINERS COMMITED

Advisor   **Examiners**

Andi Idayani, S.Pd., M.Pd   **Dr. Rugaiyah, M.Pd**
NIDN. 1026048501   NIDN. 1002066804

                                   Dra. Betty Sailun, M.Ed
                                   NIDN. 0027046002

The thesis has been approved to be one of requirement for Bachelor Degree in English Language Education Study Program, Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, 27th June 2022
The Vice Dean of Academic

Dr. Miranti Eka Putri., S.Pd., M.Ed
NIDN. 1005068201

ii

LETTER OF NOTICE

We, that the Advisor hereby notice that :

Name : SUCI MUTIAH

Index Number : 156310347

Faculty : Teacher Training and Education

Subject : English Language Education
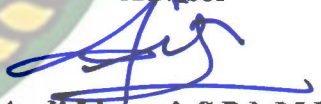
Study Program : English Study Program

Has been completely written a thesis which entitled :

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA ISLAM AS-SHOFA PEKANBARU

It has been to be examined. This letter is made to be used as it needed.

Pekanbaru, 27th June 2022

Advisor

Andi Idayani.,S.Pd.,M.Pd
NIDN. 1026048501

YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 *Website*: www.uir.ac.id *Email*: info@uir.ac.id

F.A.3.10

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2021/2022

NPM   : 156310347

Nama Mahasiswa   : SUCI MUTIAH

Dosen Pembimbing   : 1. ANDI IDAYANI S.Pd M.Pd

2.Program Studi   : PENDIDIKAN BAHASA INGGRIS

Judul Tugas Akhir   : Analisis Kesalahan Tata Bahasa Siswa dalam Menulis Teks Naratif pada Siswa Kelas Sepuluh di SMA ISLAM AS-SHOFA Pekanbaru

Judul Tugas Akhir (Bahasa Inggris)   : AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA ISLAM AS-SHOFA

Lembar Ke   : 1

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	24-01-2022	Revised title and chapter I	Revised title, background, and research question	
2	15-02-2022	Revised chapter II and chapter III	Revised review of related literature and research methodology	
3	08-03-2022	Approved to join Seminar Proposal	The advisor signed proposal	
4	24-03-2022	Join the Seminar Proposal	Join seminar Proposal	
5	04-04-2022	Revised proposal	Revised proposal that has been suggested by the examiners	
6	24-05-2022	Revised chapter IV	Revised research finding	
7	06-06-2022	Revised chapter V	Revised conclusion and suggestion	
8	16-06-2022	Approved to join Thesis Examination	The advisor signed to join Thesis Examination	

Pekanbaru, 27th June 2022
Wakil Dekan I/Ketua Departemen/Ketua Prodi

(Dr. Miranti Eka Putri,S.Pd,M.Ed)
NIDN. 1005068201

MTU2MZEWMZQ3

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan

2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD

3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing

4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi

5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.

6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

iv

DECLARATION

The researcher signature below:

Name   :   SUCI MUTIAH

Index Number   :   156310347

Place/date of birth   :   Pekanbaru, September 17th 1996

Study Program   :   English Language Education

Faculty   :   Teacher Training and Education

I truly confess that this paper writing is derived from my own ideas, except some questions (directly and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, 27th June 2022

The researcher

SUCI MUTIAH
156310347

ACKNOWLEDGEMENT

Alhamdulillahirabbil 'Alamin, first and foremost, the writer would like to express her thankfulness to *Allah Subhanahuwata'ala*, who has blessed me in finishing this thesis entitled: **AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA ISLAM AS-SHOFA PEKANBARU."**

Then the writer expresses peace be upon prophet *Muhammad Sallallahualaihiwassalam*, his companions, and families who have brought mankind to the bright world.

This thesis is written as one of the requirements to obtain the undergraduate degree (S1) of the English Language Education of Universitas Islam Riau. The writer realizes that the accomplishment of this thesis has been contributed by many people to whom she would like to express her deepest gratitude:

1. The Dean and all staff members of Teacher Training and Education Universitas Islam Riau who have given the assistance for the completing of this thesis.

2. Head of English Language Education Muhammad Ilyas., S.Pd., M.Pd and Secretary of English Language Education Sri Wahyuni., S.Pd., M.Pd who gave support permission to write the thesis.

3. I would like to say a big thanks to my advisor Andi Idayani S.Pd., M.Pd, for her patient guidance and give valuable advice and motivation in doing and completing this thesis. May Allah Subahanahuwata'ala will replay all your kindness.

4. I would like to say a big thanks to my examiners Dr.Rugaiyah,M.Pd, and Dra.Betty Sailun,M.Ed. for their valuable advice in doing and completing

this thesis, May Allah Subahanahuwata'ala will reply to all their kindness.

5. Gratitude is offered to all lectures of the English Department of Universitas Islam Riau who has shared their knowledge during study at Universitas Islam Riau.

6. Special for my parents, H.Syafrizal and Hj.Yusmida. Thank you so much for the greatest love, attention, suggestion, motivation, support, material, effort, patience, and greatest praying for me. May Allah SWT bless both of them.

7. My best friends Riumnis, Memes, Mella, Suci, Nindy, Luluk, Mery, Keling, Kiting, Gaek who always be there and make me laugh with give so many jokes every time we gather. Thank you for giving help, supporting and motivating each other. I adore you guys.

8. And the last, for all my Idols thankyou for your comeback. Thanks for the handsomeness and brightness love you guys.

For closing this statement, this thesis may be uncompleted and still far being perfect. To complete this paper need suggestions and critics from the reader.

Sincerely yours
The Researcher

SUCI MUTIAH

vii

ABSTRACT

AN ANALYSIS OF STUDENTS GRAMMATICAL ERRORS IN WRITING A NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA ISLAM AS-SHOFA PEKANBARU. Thesis of English Language Education Department at Faculty of Teacher Training and Education of Universitas Islam Riau. 2022.

***Keywords**: Error Analysis, Grammatical Errors, Narrative Text*

This study was aimed out to find out and analyze the grammatical errors in writing narrative text. The types of error were classified based on Dulay's theory. Besides, the purpose of this study is to find out their frequency of occurrence and to find out the sources of errors which students made in writing narrative text.

The method used in this study was descriptive qualitative. Furthermore, the subject of this study was Tenth Grade students of SMA Islam As-Shofa Pekanbaru from Class 10 MIA 1 which consisted of 24 students. The data were collected through observation and writing test. The test used four topics such as Toba Lake, Malin Kundang, Tangkuban Perahu, and Surabaya.

The result of the error analysis process showed that students committed error into four types: *omission, addition, misformation,* and *misordering.* There was a total of 319 errors. From the frequency of each error types, *misformation* was the most frequently produced by the students. It took 49.53% of the total errors. Moreover, 35.42% of errors fell into *omission* and 13.17% errors occurred in *addition.* For *misordering,* it only took 1.88%. To sum up, it showed that students still feel difficult to understand the grammatical aspect that caused them to make errors in their writing.

ABSTRAK

ANALISIS KESALAHAN GRAMMATIKA SISWA DALAM MENULIS TEKS NARRATIF SISWA KELAS X SMA ISLAM AS-SHOFA PEKANBARU. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau. 2022.

Kata kunci: Analisis Kesalahan, Kesalahan Tata Bahasa, Teks Narasi

Penelitian ini bertujuan untuk mengetahui dan menganalisis kesalahan tata bahasa dalam menulis teks naratif. Jenis kesalahan diklasifikasikan berdasarkan teori Dulay. Selain itu, tujuan dari penelitian ini adalah untuk mengetahui frekuensi kemunculannya dan untuk mengetahui sumber kesalahan yang dilakukan siswa dalam menulis teks naratif.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Selanjutnya subjek penelitian ini adalah siswa kelas X SMA Islam As-Shofa Pekanbaru dari Kelas 10 MIA 1 yang terdiri dari 24 siswa. Pengumpulan data dilakukan melalui observasi dan tes menulis. Tes menggunakan empat topik yaitu Danau Toba, Malin Kundang, Tangkuban Perahu, dan Surabaya.

Hasil dari proses analisis kesalahan menunjukkan bahwa siswa melakukan kesalahan menjadi empat jenis: omission, addition, misformation, dan misordering. Terdapat total 319 kesalahan. Dari frekuensi masing-masing jenis kesalahan, kesalahan formasi paling sering dihasilkan oleh siswa. Butuh 49,53% dari total kesalahan. Selain itu, 35,42% kesalahan termasuk kelalaian dan 13,17% kesalahan terjadi sebagai tambahan. Untuk misordering, hanya butuh 1,88%. Kesimpulannya, hal ini menunjukkan bahwa siswa masih merasa sulit untuk memahami aspek gramatikal yang menyebabkan mereka membuat kesalahan dalam tulisan mereka.

TABLE OF CONTENT

CHAPTER III. RESEARCH METHODOLOGY

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The globalization era has created a significant impact on society at all levels. The impact of globalization changes is a system that governs society's life. The society must be prepared to deal with the changes in the economy, education, technology, and other sectors. In the globalization era, it is necessary to be able to communicate in other languages. For a medium of communication among the different languages, an international language is required such as English.

As International language, English has an important role in oral and written communication. Therefore, many institutions and companies adopt it as their primary language. As a result, learning English is crucial. In Indonesia, English is taught to young learners since an early age. There are four skills that students must master, namely speaking, listening, reading, and writing, in order to comprehend the English language.

Writing is the process of transferring one's thoughts into written form. Writing is particularly significant in both educational and professional settings in countries where non-native speakers live. However, it often becomes a difficult task for EFL learners. It is because good writing consists of a text with complex syntax and morphology, a variety of vocabulary and correct command over conventional forms and a good relation between every sentence. While the process of writing not

1

only writes what they feel but also convey a massage to the reader. Therefore, the students have problem to make a good writing.

In Senior High School, there are many kinds of text that should be learned by students. Amang those kinds of English texts are Narrative text, Recount text, News item, Procedure text, Descriptive text, Report text, Analytical Exposition, Spoof text, Hortatory Exposition, Explanation text, Discussion text, Review text, and Anecdote text. In this research, the researcher only focused on Narrative text.

Narrative text is a kind of text that tells a story with complication or problematic event and it tries to find the solution to solve the problem. It means that a narrative text should have at least one problem. So, a narrative text should have Orientation (opening paragraph where the characters of the story are introduced), Complication (the problem in the story), Resolution (the problem in the story is solved), and Coda / Reorientation (lesson of the story).

There are several kinds of narrative text based on the story types. the types of narrative are: fable (story about animal which behave like human), myths (stories that believed by some people but the stories cannot be true), legend (a story which relates to on how a place is formed), fairy tales (story which relate much which magic things), science fiction (story which explore the science as the background or plot of the holestory), short stories (story of one or two pages), novels (long even and complex story), horror story (a story with a horror contents), etc. The purpose of narrative text is to entertain the reader.

In writing narrative text, the students still faced some difficulties.

According to the English teacher of SMA Islam As-Shofa Pekanbaru, the common difficulties of the students are in grammar and vocabulary. In grammar, most of students made errors in changing the verb, especially in irregular verb. They knew that past tense is verb + ed so when they do not know the past form of a word, they only added whith ed. For example: "I eated fried chicken yesterday." It should be " I ate fried chicken yesterday." In this sentence students made error in changed the past tense of eat. Second difficulty is studens still lack of vocabulary. Sometimes, if they do not bring the dictionary while writing activity, they will mix with Indonesian language. For example: "I melewati the market". It should be " I passed the market".

Grammar is one of the skills which is useful in writing process. But the problem is, many students still make some errors in writing and arranging some sentences into a paragraph. Based on the researcher's observation, although students have learned grammar, most of them still faced some problems in writing. Despite the fact that they have studied grammar rules, they seldom put that knowledge to practical use. Commonly because the target languages are different from their mother tongue. In addition, many students struggle to write English, particularly when utilizing the simple past tense. They find it difficult to employ the simple past tense correctly.

Dulay, Burt and Krashen (1982) classify error into four types: error based in linguistic category (phonology, syntax, morphology, semantics, lexicon, and

discourse), surface strategy taxonomy (omission, addition, misformation, misordering), comparative taxonomy (development error, interlingual error, ambiguous error, and other error), and communicative effect taxonomy (global an local error).

In order to solve students' problems, errors analysis is very important because it can help the students to improve their writing skill and grammatical errors which often occur in writing because it is an error that does not follow grammatical rules and can decrease the quality of writing. In addition, errors are very common in writing paragraphs or essays, so error analysis is needed by the teacher to correct the student's writing. The researcher would like to identify the types of grammatical errors done by the tenth-grade students of SMA As-Shofa Pekanbaru , especially on the use of past tense since it is a crucial component in writing a narrative text. Then, some factors that influence the errors will also be investigated in this study.

Therefore, the researcher is interested in conducting a research entitled "**An Analysis of Students Grammatical Errors in Writing a Narrative Text at the Tenth-grade of SMA Islam As-Shofa Pekanbaru.**"

1.2 Identification of the Problem

Writing activity is quite challenging for the students because there are some factors that can influence the students' writing. Based on the background of the research, there are problems found among the tenth-grade students of SMA As-

Shofa Pekanbaru. The problem can be identified as follow:

1. Students experience difficulties in lack of vocabulary.

2. Students used wrong word to express their ideas in writing.

3. Students made grammatical error in writing narrative text commonly in the use of simple past tense.

1.3 Focus of the Problem

Based on the problem above, researcher focused on the error analysis on students grammatical errors in writing narrative texts by the tenth-grade students at SMA Islam As-Shofa Pekanbaru. The researcher wants to identify and classify the students errors in writing based on indicators that use surface strategy taxonomy (omission, addition, misformation and misodering). The researcher gave writing test to the students to write narrative text.

1.4 Research Question

Based on the background above students can arrange the question for the study. The question is:

1. What are the most common grammatical errors made by the second grade students of SMA Islam As-Shofa Pekanbaru in writing narrative text?"

2. What are the factors that influence students making grammatical errors.

1.5 Objectives of the Research.

Based on the formulation of the problem above, the general objective of this research is

1. To know the common grammatical errors made by the second grade students of SMA Islam As-Shofa Pekanbaru in writing narrative text.

2. To know the factor that influence students making grammatical errors.

1.6 Significance of the Research

By the result of the study, the researcher expects that:

1. For Writers

   This research is useful for adding insight and knowledge about an analysis of students grammatical errors in writing a narrative text theoretically and in the real world, as well as the application of knowledge that has been obtained during the lecture period.

2. For Academics

   This research can provide input and information which is expected to be of benefit both in the academic field and in the field of practitioners

3. For Further Researchers

   This research is useful to provide input for further researchers and to make this research as complementary information in the preparation of similar research.

1.7. Definition of The Key Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

1. Analysis

   Analysis is any technique for making inference by objectively and systematically identifying specified characteristics of massages Holsti (1969). According to Hourani "Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching" (2008: 16). In this research, analysis means that the resercher will analyze grammatical errors made by the tenth-grade students of SMA Islam As-Shofa Pekanbaru in writing narrative text.

2. Grammatical Errors

   Burt and Kiparsky (1972) stated that grammatical error belong to "local error" which are linguistically morphological, lexical, sytactic, and orthographic error, while "global error" mean comunicative error which show L2 learner misinterpret conversational message. In this research, grammatical error means that the errors of the grammar form made by students in writing narrative text.

3. Writing

   Writting is one of four skills in English and important since writing can make us to express anything in a paper, writing can help us to remain our

idea after students read information. The most important, students can share the information to other people. Writing for the students is to express their felling and produce their own language on the paper, Wati (2011).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study the researcher focused on an error analysis on the use of past tense in narrative text. Besides, this chapter discusses about the relevant theories of the study. The point that would like to discuss by the researcher are writing, grammatical error and narrative text.

2.1. The Concept of Writing

Writing is very populer in English learning activties. Every people must be know about writing. Moreover , writing is a part of skill in English that must be mastered by everyone. Therefore, writing is an activity where someone can express an idea or opinion on the paper. Besides, we can share information or knowledge to the reader. Not only express our idea but we need accurancy and carefully to arrange paragraph as well. Meanwhile, Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language (Alawi, 2011). Consequently, we need practice to write paper or essay a lot for drilling our skill in writing beacuse writing is a different from other skills with a good skill, we can create interesting scientific work. In other hand, we can prevent the reader from misunderstanding if our writing use correct grammar. Writing is very difficult from other skills because we need full concentrate to choose interesting topic and write with correct grammar." This difficulty is not only generating and organizing

idea, but also in translating these ideas into readable text. That is way writing becomes the last language skill to be taught after listening, speaking, and reading skill" (Putri, 2017).

It means that writing has different difficulty level with other skills because writing need systematic sequence of sentences and skill translate well. In practicing, teacher have to make interesting media to engage their students because writing have some method to become good paragraph. In a fact, students in Indonesia felt confuse to translate between Indonesia to English and contrarily. Thus , writing is a set of paragraphs that consists noun, verb, adjective, phrase, etc. If the components became one unit, they would be good paragraph and made the reader bring out in the story. Based on Putri's statement (2017)" Writing is process of exploring the writer's thoughts to manifest the graphological and grammatical system of language by using visual medium in the form of sentences.

From definition by experts students can conclude if writing is a part of skill in English learning activties and has a different characteristic among them. Moreover, writing composed of sentences that have a important meaning for the reader. Besides, writing also need organizing idea to share the information for the reader. Not only organizing idea but also writing show graphological and grammatical sysem language it means that the writer has a characteristic to share their idea in writing. Therefore, the writer make the reader easy understanding the content from paragraph and the purpose of the text was made by the writer. Cosenquently, the writer should resemble their scientific work with correct grammar and systematic sentences. However, we

should know the process of writing. In this way, we can make a good paragraph with sentences sequences systematically. Therefore, the process of writing would explained in nextpoint.

2.2.   The Process of Writing

Writing has five process to become good paragraph. Therefore, the writer should follow steps of writing that become provision in writing. The element are prewriting, outlining, Drafting, revising, and editing.

2.2.1   Prewriting

Prewriting is a technique in writing that use general topic or the collecting idea from the writer. The purpose from this strategies are we can imagine what the topic that would be write and we can also make a draft from our idea. According to McLean (2012)" Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen)". It means that, prewriting is a topic idea that would be basic to write information and it's still abstract. After that, the writer can organize their idea on the paper as a draft or outline. In prewriting also has four strategies that can help the writer. There are choosing topic, using experience and observation, reading, and freewriting.

a. *Choosing Topic*

Choosing topic is a strategy where the writer decided what the theme that

would be write. "The first important step is for you to tell yourself why you are writing (to inform, to explain, or some other purpose) and for whom you are writing" McLean (2012). It means that, the writer have to know the reason why he want to write. Then, they choose the topic before the writer began to write. Moreover, the writer can make a plan about the scientific work that would be made by the writer.

b. *Using Experience and Observation*

Using experience and observation can become the alternative way for the writer to begin their writing. Moreover, the writer can use their experience during their life as a unique topic and help them to more easy in writing. Besides, the purpose of observation is to guide the writer choose interesting topic based their experience that has been happened.

c. *Reading*

Reading is a strategy in prewriting where the writer search references to support their scientifics work. Moreover, the purpose of reading in this strategy is to support their idea or topic that have been chosen by the writer. Therefore, reading can make the topic of writing has a progress to become systematic paragraph.

d. *Freewriting*

Freewriting is a technique where the writer write anything based on they wanted and their mind. This technique can help worried feeling by the writer about correct grammar and mistake meaning.

12

2.2.2 Outlining

After prewriting technique have done, the writer have to make a outline before they began their scientific work. Moreover, outlining is aprocess where the writer to write keyword that would be object of scientific work. the purpose of the technique is help the writer to write systematic paragraph and focus in a topic that have been chosen by the writer. Moreover, the writer just write the point of the topic.

2.2.3 Drafting

Drafting is a process where the writer complete their paragraph or essay with new idea. The purpose this strategy to help the reader easy understand the information. Besides, in drafting process the writer began first writing with introduction, body paragraph, and conclusion.

2.2.4 Revising and Editing

Revising and editing is important process in writing where the writer would be checked their scientific work. In this step, The writer read again the topic of scientific work and match with content of sentences that written by the writer. Besides, the writer try to edit their work if there are error mistake like grammar and revise to become correct grammar.

2.3 Grammatical Errors

Grammar is an important aspect in learning English language. It is a part of language that should be learned by students. Grammar refers to the set of rules that

allow us to combine words in our language into larger units Greenbaum and Nelson, (2002). According to Murcia (1995), grammar is essentially about the systems and patterns use to select to combine words. By studying this aspect, the students have to produce good sentences in writing.

In addition, the students have to apply the rules of grammar on the sentences they produced in order to avoid grammatical errors and their writing can be easily understood by the readers. Grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good Burt and Kiparsky, (1974). It means the students need to master this aspect to eliminate the errors in their writing and they also need to follow the rules in english language.

2.4   Types of Error

According to Dulay, Burt and Krashen (1982) classify error into four types: error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

2.4.1   Error Based on Linguistic Category

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects. Language components include phonology (pronounciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style).

2.4.2   Error Based on Surface Strategy Taxonomy

This type of error has four subtypes. They are:

1. Omission

Omission is a part of errors that usually the writer omited or change the words. According to Sompong (2014), Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one". It means that when students make a paragraph, sometimes they omit the part of sentences and if the teacher did not clarify, the students would use incorrect grammar in writing paragraph. It is an error which happens because a learner does not put the needed morphems in his/her sentence. the morphems which disappear are from the content morpheme and grammatical morpheme.

Example :

My aunt very beautiful   (incorrect)

My aunt is very beautiful (correct)

In the example above an error occured because the verb be "is" was removed after subject (my aunt).

2. Addition

According to Dulay (1982), addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well-

formed utterances". It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraph. Moreover, addition has some chategories. They are regularization, double marking, simple addition.

a. Regularization

Regularization is a part of addition that makea exception in writing paragraph. Moreover, the writer should be obey the rules that have been created by international law about using English languge. For example "Bring as a verb 1 and Brought as a verb 2 and Buy as a verb 1 and Bought as a verb 2." Regularization a rule typically applies to a class of linguistic item. That regularization is a part of types errors that explained about using linguistic item like verb. For example:

I eated fried rice yesterday (incorrect)

I ate fried rice yesterday (correct)

The example above used the wrong verb (verb 1) where the student added -ed after the verb 1, which caused an error because the ending usually applies to regular verb. In addition, the sentece happened in the past by using yesterday, therefore it must be replaced with verb 2 (ate).

16

b. Double Marking

According to Sompong (2014)" defined as 'failure to delete certain items which are required in some linguistic constructions but not in others". it means that the part of addition which change or make a abbreviate the uttrances. For example:

He doesn't knows my name (incorrect)

He doesn't know my name (correct)

In the example the sentence is wrong because there is an addition of suffix -s on the word "know" which indicates the sentence is positive. It should be removed since it already used "doesn't".

c. Simple Addition

Simple addition is part of addition that has a different definition between regularization and double marking. In this part, simple addition is a part when the writer should be care the context of the sentences in writing paragraph. Simple addition is a part of errors type that if an addition error is not a double marking nor a regularization, it is calle a simple addition." It means that simple adition is a element did not appearutterances. For example:

The fishes doesn't live in the water (incorrect)

The fishes don't live in the water (correct)

It can be seen that simple addition error occured when a linguistic item was

added. In this case, "the fishes" was the third person plural and needed the verb **do** instead of **does**.

3. Misformation

Misformation errors are characterized by use of the wrong of the morphemes or structure. In this error the learner supplies something altough it is incorrect. There are tree types of misformation, they are: regulation errors, archi-forms, and alternating forms.

a. Regularization errors

It is characterized which learner fail to choose or to select a proper word form.

Example: *He is licking his self* (incorrect)

He is licking himself (correct)

In the sentence above, the verb should be followed by **himself** because it's a reflexive pronoun.

b. Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class is a common characteristic.

Example: *Daddy took me at the train* (incorrect)

Daddy took me to the train (correct)

In this sentence the preposition **at** is not suitable because of the word **took**. It illustrated the moving of a position to another point,

therefore the correct preposition is **to.**

   c. Alternating forms

It is defined as fairly free alternation of various members of a class with each other.

Example*: I see a teeth* (incorrect)

I see some teeth (correct)

An error happen in this sentence because teeth are plural nouns and therefore it's should be some teeth instead.

4. Misordering

This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives. For example:

I don't know what is that (incorrect)

I don't know what that is (correct)

The error happen because is not arranged in the rigth order.

2.4.3   Error Based on Comparative Taxonomy

The classification is made based on the comparisons between the structure of L2 errors and certain others types of construction. To this classification of error, there are four types of error.

1. Development Error

Development error is error similar to those made by children learning the terget language as their first language. For example:

Mary eat the pineapple (incorrect)

Mary eats the pineapple (correct)

An error occurred when the subject (Mary) is followed by a third person plural verb "eat". As a third person singular in present tense, the verb must be succeeded by either –s or –es endings. Due to the verb, it ends with "-s"

2. Interlingual Error

Interlingual error is an error similar in structure to a semantically equivalent phrase or sentence in learners' native language. For example:

The man skinny (incorrect)

The skinny man (correct)

The sentence above is incorrect because the structure is reversed due to the learner's influence from their native language. In Indonesian, it means "lelaki kurus" which is literally translated as the first example above. However, in English, the correct structure is article + adjective + noun. Therefore, it should be "the skinny man".

3. Ambiguous Error

   Ambiguous error is error that reflects the learners' native language structure. This error could be classified equally as development or interlingual error. Example: *I no go to school*. It should be "I do not go to school" because an auxiliary **do** is needed to write a negative sentence.

2.4.4   Error Based on Communicative Effect Taxonomy

Instead of focusing on aspect of the errors themselves, the communicative effect taxonomy concerned with thw error from the perspective of their effect on the listener or readers. The focuses are on distinguishing errors that seem to cause miscommunication from those that do not. Error based on communicative effect taxonomy is divided into two parts.

1. Global Error

   Global error hinders communication it prevents the learners from comprehending some aspect of messages. For instance, "we amused that movie very much". The word "amused" is not common to use to express like towards something, the correct word "we liked that movie very much".

2. Local Error

Local error it self does not interfere with understanding of an utterance,

usually because there is only minor violation of one segment of a sentence. "I angry" will be local error since the meaning is apparent. It should be "I am angry" because after a subject is usually followed by the verb, in this case the verb is"be". Since the subject is I, therefore the form used is "I am".

2.5   Factor that Influence The Students Making Errors

Based on Hourani's statement (2008) there are three factors that influence students making errors in their writing, they are suchas:

2.5.1   Language Transfer

Language transfer is a process transfer information about language from source language to target language. According to Hourani (2008)" These errors could systematically be found at the beginning of second language learning. Since the learner is a beginner, he tends to rely on a great deal of transfer from his mother language". It means that when the beginner began their practice in using language, they would make error in their practice. Moreover, their teacher using mother tounge to explain the material. If the teacher did not changes their method, their students could not practice English well and they still mix their language. Language factor has two categories that would be explained, they are such as:

a. Interlingual Transfer

Based on Hourani's statement (2008) "Interlingual transfer is a strategy that used by the beginner with combine mother tongue and second language". It means that the learner tried to mix their language when they practiced English as a their second language. Moreover, the effect of this method the beginner felt difficult to organize their language in writing. Then, the beginner made a errors language in their writing.

b. Intralingual Transfer

Intralingual transfer is errors factor that made by the learner because the target language that the learner studied was different with their mother tongue. Moreover, the learner felt confused with the structural of second language. Consequently, the learner made errors in their writing.

2.5.2 Teaching Method

Teaching method is very important and influence the development for students because the method influence students to get the material especially in English class. Moreover, if the teacher can create interesting media and make fun condition. The students would be enjoy in the class but if the teacher can not manage their class the students would be confuse and make error in their duty.

2.5.3 Lack of Writing Practices

Lack of teaching practices is a one of factors of that made by students because if students did not have habit to write essay in their home possibility they usual with new words, the structural of language, and the organize the sentences. Then, students

just practice to write essay when the teacher gave them homework or duty but the result of their duty still far from teacher's expected. This statement was supposed by Hourani's research (2008) he said "Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students essays will occur". This statement has been tested by several language experts. Therefore, it can be concluded if students seldom practice writing essay, the error problem of students would be occur.

2.6   Narrative Text

Narrative text is a famous text in English learning activity. Then, narrative text is a paragraph or essay that telling story or cronological the accident. The content of narrative was made very interesting because this text aims to entertain the reader. Morever, the reader can bring out in the story and they can imagine that the story really happened in reality. According to Asmiyah" A narrative text ussually focuse on spesific participant or character, describe certain events or phenomenon in detain"(2011). It means that narrative text explained a phenomenon that have been finished in last time with including figures and the character that supported them in the story.

In addition, this theory almost same with syarif, he said" Narrative text is the story that happened in the past "(2014). From the defintion by expert, we can know if narrative text is a story that made to entertain the reader. Moreover, the reader can felt the srory from the characteristic there. Besides, to make the reader

24

interesting with the topic, the writer have to make the story with illustration. Therefore, the reader can felt the story like in real life.

Narrative text has a some example. They are fable, legend, myth, fiction. The example of the narrative is very unique. Morever, there are many author made a novel, poem, and short story. However, the accident in narrative story is fiction but the reader felt interesting to read the story because the story can help them from their busy daily activity.

2.6.1   The Generic Feature of Narrative Text

If we wanted make a good narrative paragraph, we would be know the generic feature of narrative text because this element that arrange the paragraph became interesting and systematic. Based on Asmiyah theories, the generic feature of narrative are:

1. Characterization

Characterization is element that explained the character of the figure in story. Thus, the function of this element are to make the story became strong and curious with content of the story.

2. Point ofview

The function of point of view to show the position from each figure in a story. In oder hand, this element tell the reader about the function of the character in the story. They are first person and third person. First person point of view is using

subject "i" in the story. It means that the writer explain the main character of the story or subject "i" use the writer to describe their self in the story if they create story based on their experience. Moreover, third person point of view usually use name to explain the character or the writer can use she or he. For the example snow white, rapunzle, cinderella.

a. Theme

Theme is a element that explained about topic or idea in the story.

b. Plot

Plot is element that tell the reader about the way of story or explained about time signal in story. It means that the story can tell with cronological plot from begining until ending without flashback or the story tell the reader with using flashback plot.

2.6.2   Element of Narrative text

a. Orientation

Orientation is a element of narrative text that tell introduction of the story to the reader. In this element tells the reader about the character of the story, time, and place.

b. Complication

Complication is a element of narrative text that tell to the reader about the problem in the story. Then, the problem in the story show a conflict between each figure there. This element is the part of story that make the reader felt uptight.

c. Resolution

Resolution is a element of the narrative text where the character in store find out the solution about the conflict. This element also tell the reader about the ending of the story.

2.6.3 Language feature of Narrative Text

Based on yani's Statement (2015)

1. Using simplepast

2. Time signal: last, a long time ago, once upontime

3. Time conjuction: when, then, suddenly

4. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)

5. Action verbs. A verb that shows an action. (killed, dug, walked, etc)

6. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Example of Narrative Taken From Meshara (2019).

Air Molek

A long time ago, there was river in a village well known caused the water nice looked. When dry season came water of this river still clear and never dried up. Water of this river had nice looked caused the water was collide. Whoever saw the water of this river definitely said the water had nice looked. That's why this village called Air Molek.

27

However, one day, in DatukPatih Pinang Sebatang era, datukpatih wanted to downstream river used rakitkulim. When datukpatih passed through collide water the rakit that used by datukpatih was ruined. The rakitkulim was scattered in the river.

Then, datukpatih command dubalang well known as the bitter tongue. Dubalang came to the river where the water collide ruined datukpatih' srakitkulim. Dubalang the bitter tongue said "Hey, don't make something difficult. If want to flow to downstream just flowing, if want to flow to upper reaches of the river just flowing, don't be collide," dubalang said. Then, the water of this river did not collide again; where the water flow to downstream of the river and the water flow to upper reach of the river.

Caused dubalang the bitter tongue said that, then until now the water collide or well known the water had nice looked never found again in this river.

2.7 Previous Study

As has been previously mentioned, this study aims to analyze errors of past tense done by students in writing narrative text. The researcher conducts a research about analysis using erros tenses especially using past tense. Thus, the researcher also includes previous study to support and strengthen this research.

First study is from Abdullah (2013). The references discuses about errors analysis ont the use of the simple tense and the simple past tense in writing essays among TESL College Students. This theory ever applied in Universitas Zainal Abidin. Moreover, the differences between Abdullah's thesis and the researcher 's

28

thesis is Abdullah's thesis just focused on simple present and simple past in writing essay and the researcher focuses on errors analysis using past tense in narrative text.

Second study is from Novianty (2013), investigated grammatical errors in writing descriptive paragraph by students in the second grade of SMPN 3 Tanggerang Selatan. He found that the commonest error which most the students made is errors of selection which are 99 errors or 57.9% its include error in subtance level are 7 are errors or 4.1% in grammar text level are 47 errors or 27.5% in lexis text level are 7 are 7 error or 4.1%, and in discourse level is 38 error or 22,2%.

In Conclusion, the reseachers took different topic, the research investigated about grammatical errors in writing, the first took tenth grade students of SMA Islam As-Shofa Pekanbaru as sample and the second one using Indonesian folklore as the topic of narrative text. Therefore, the researcher believes it will be given different result from those researchers.

2.8 Conceptual Framework

Figure 2.1. Conceptual Framework

```
                    ┌─────────────────────────┐
                    │   Grammatical Error     │
                    └─────────────────────────┘

┌──────────────────────────┐      ┌──────────────────────────┐
│ Types Of Error (Dulay,    │      │ Factors Influencing       │
│ Burt and Krashen, 1982)   │      │ Students' Grammatical     │
│                           │      │ Errors (Hourani, 2008)    │
└──────────────────────────┘      └──────────────────────────┘

    ┌──────────────────┐              ┌──────────────────────────┐
    │ Surface Strategy  │             │ Language Transfer         │
    │ Taxonomy          │             │   • Interlingual          │
    └──────────────────┘             │     Transfer              │
                                      │   • Intralingual          │
    ┌──────────────────┐             │     Transfer              │
    │  • Ommision       │            │                           │
    │  • Addition       │            │ Teaching Method           │
    │  • Misformation   │            │                           │
    │  • Misordering    │            │ Lack of writing practice  │
    └──────────────────┘            └──────────────────────────┘
```
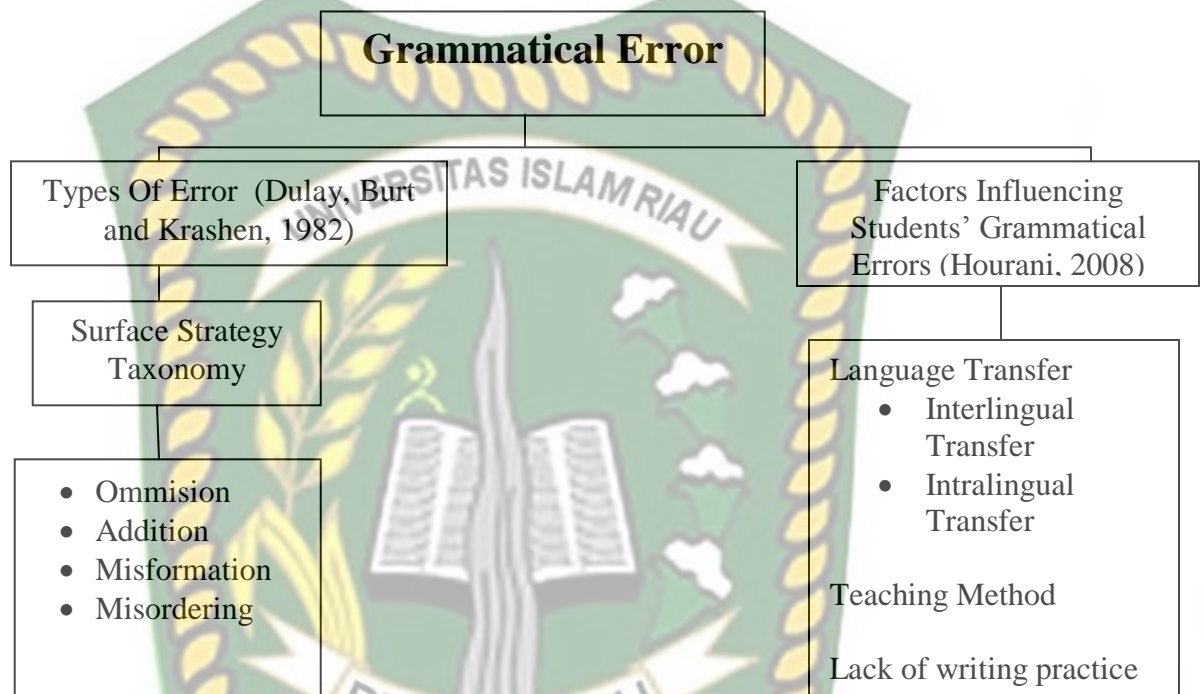
From figure 2.1, Dulay, Burt and Krashen (1982) classified error into four types: error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. On Surface Strategy Taxonomy there are four elements: Omission, Addition, Misformation, and Misordering. Omission happens when a learner does not put the needed morphemes in his/her sentence, while addition happens when a learner put unneeded morphemes in his/her sentence. Misformation errors are characterized by use the wrong form of the morpheme or structure, while Misordering are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

30

2.9 Assumption

The assumption underlying in this research is the tenth-grade students of SMA Islam As-Shofa Pekanbaru mostly make errors in writing narrative text in the form of surface strategy taxonomy (Omission, Addition, Misformation, and Misordering) and factors influencing their grammatical errors.

CHAPTER III

RESEARCH METHODOLOGY

This study the researcher focuses on research design, population, sample, research instrument, technique of collecting data, and the technique of analysis data.

3.1.   Research Design

This study research will use quantitative descriptive method. The purpose is to analysis the students ability in writing narrative text. Research that doing systematically to the foklore as data sources. The quantitative data will be used to determine the types of past tense errors made by students in writing narrative text on the sixth semester student. From explanation above we could conclude if the researcher who used quantitative research they should be objective to give opinion in their research. Moreover, the researcher should be consistent to give opnion because the result of quantitative is systematic.

3.2   Subject of The Study

The target of study, the reseacher selected collages who study in Islamic University Of Riau, Pekanbaru as an object. Moreover, the sample by fifth semester of english department.

3.3   Research Instrument

The researcher had some procedures to answer the problem that made by students in using past tense in writing narrative text.

The researcher using writing test. Moreover, the sixth semester students will be given to writing narrative text. based on an indepth analysis of aspects of writing such as grammatical errors. Analytic scoring is usually based on a length of the texts = 150-200 words with time 45 minutes. There are 5 types of folklore each sixth semester student will select one of the topics. From definition above we can conclude if analytic scoring is very usefull for the reseacher because the researcher can give evaluation the sixth semester student writing with clasified types of error based on the researcher's planbefore. For the analytic scoring can be seen in tabel of writing scoring public.

Table 3.1 Table of Students Writing Errors Analysis

Topic	Types of Error				Error	Correction
	O	A	M	M		
Topic 1						
Topic 2						
Topic 3						
Topic 4						
Topic 5						

Notes

O=Omission   M =Misodering

A =Addition   M =Misformation

3.4 Data Collection Technique

To collect the data of this study, the researcher gave project to write narrative text based on the kind of narrative text. After that, the reseacher asked students to write narrative text based on their draft and the teacher limited the number of sentences in the student's writing with ten until fifteen sentences. The last, the researcher asked student to submit their exercise to the researcher identified the types of error in their writing.

3.5 Procedure Of Analyzing Qualitative Data

To make a conclusion or answer the question of the research, the researcher makes some procedures. First, the researcher analyzed the student's assignment and focused to analyze using past tense with observation checklist. Second, the researcher clasified the types of erros and the researcher gave check in the observation checklis column based on student's error. Third, the researcher wrote the error sentences by students in error column. Fourth, the researcher wrote the correction of sentence in correction colomn. Fifth, the researcher described her analyzed with using qualitative descriptive method and using formula to help answer the research. According to Anwar (2014: 30) The formula and the table to recapitulation types in students errors as follow :

34

Table 3.2 Recapitulation of Students Writing Errors Analysis

Students	Types of Errors			
	Omission	Addition	Misformation	Misodering
Students 1				
Students 2				
Total				

The Formula :

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

P   = Percentage

F   = Frequency of error occurred

N   = Number of cases (total of frequency)

CHAPTER IV

RESEARCH FINDINGS

4.1. Data Description

This research described the narrative text writing errors made by the tenth grade students of SMA Islam As-Shofa Pekanbaru. The researcher found many errors in students' narrative text writing. The researcher made the classification of students' errors based on Dulay, Burt and Krashen's classification, those are Omission, Addition, Misformation and Misordering.

Student's error was analyzed in every sentence, phrase, and word in tabular form. The table was divided into two columns: first column consists of students' original writing, and second column consists of the types of students' errors.To obtain the data for this research the writer took the data from students" result of test. There were 24 students.

Table 4.1. Recapitulation of the Students' Grammatical Errors

Number of Student	Omission	Addition	Misformation	Misordering	Total
Student 1	8	0	11	0	19
Student 2	4	3	16	0	23
Student 3	13	1	16	0	30
Student 4	14	3	11	0	28
Student 5	7	4	5	1	17
Student 6	4	1	6	0	11
Student 7	4	1	5	0	10

35

Student 8	2	3	1	1	7
Student 9	2	3	8	0	13
Student 10	8	8	5	0	21
Student 11	3	3	4	0	10
Student 12	0	3	3	0	6
Student 13	3	1	12	1	17
Student 14	21	2	24	2	49
Student 15	2	1	4	0	7
Student 16	2	1	3	0	6
Student 17	0	2	6	0	8
Student 18	5	0	2	0	7
Student 19	2	1	2	0	5
Student 20	2	0	2	0	4
Student 21	1	1	1	0	3
Student 22	4	0	2	1	7
Student 23	2	0	7	0	9
Student 24	0	0	2	0	2
Total	**113**	**42**	**158**	**6**	**319**

Table 4.1 showed the recapitulation of the grammatical errors made in writing narrative text.The researcher found a total of 319 errors in students' writing. After that, the researcher calculated the percentage to find out the highest to lowest category of grammatical errors of the tenth grade students of SMA Islam As-Shofa in writing narrative text. The result can be seen in Figure 4.1 below.

Figure 4.1. The Common Types of Errors in Tenth Grade Students' Writing
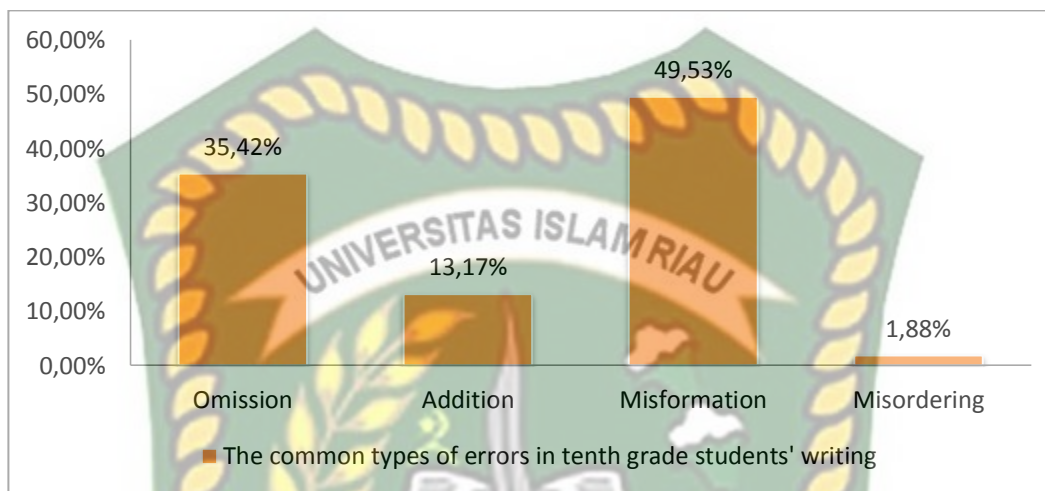
The figure above showed the common types of grammatical errors in students'

narrative text. It can be seen that the the most common is Misformation with a

percentage of 49.53%, followed by Omission with a percentage of 35.42%. The third

place is Addition with 13.17%. Lastly, the last category is Misordering with a

percentage of 1.88%.

4.2. Data Analysis

The table below is an analysis of students' grammatical errors in writing narrative text. Each error is marked with different formats.

Bold words   : Omission

Italic words   : Addition

Red words   : Misformation

<u>Underline words</u> **: Misordering**

1. Student 01

Table 4.2. Student 1's Error Analysis

Student's Narrative Text	Types of Error

One day, **One** man **live** with his mother, he **name** is malin kundang. Malin kundang go **to City**. Search money. Because malin kundang go to City, he have Crazy rich money, and he merry the girl, and **the girl So beautiful**. One day, he **go to his mother live**, and he give some money to the villagers. **He so arrogant**. *And* his mother know he comeback, so she run to "dermaga"? and she saw malin kundang, but **he shame**, so he lies and say "**She not my mother!**" **Malin kundang mothersad** and she **say** "I curse you and becomes stone" and malin kundang	A. Omission
	1. Incorrect: **live**
	   Correct: lived
	2. Incorrect: **to city**
	   Correct: to the city
	3. Incorrect: **the girl so beautiful**
	   Correct: the girl was so beautiful
	4. Incorrect: **he so arrogant**
	   Correct: he was so arrogant
	5. Incorrect: **he shame**
	   Correct: he felt shame
	6. Incorrect: **Malin Kundang mother**
	   Correct: Malin Kundang's mother
	7. Incorrect: **She not my mother**
	   Correct: She is not my mother
	8. Incorrect: **mother sad**
	   Correct: mother was sad
	B. Addition
	None

38

becomes Stone.	C. Misformation
	1. Incorrect: One man Correct: A man
	2. Incorrect: Malin Kundang go to Correct: Malin Kundang went to
	3. Incorrect: he have crazy rich money Correct: he had a lot of money
	4. Incorrect: He merry the girl Correct: He married the girl
	5. Incorrect: he give some money Correct: he gave some money
	6. Incorrect: his mother know Correct: his mother knew
	7. Incorrect: he come back Correct: he came back
	8. Incorrect: she run to Correct: she ran to
	9. Incorrect: so he lies and say Correct: so he lied and said
	10. Incorrect: dermaga Correct: harbour
	11. Incorrect: becomes Correct: became
	D. Misordering
	None

Based on the data above, the researcher identified that the most common grammatical error that student 1 made is Misformation with the total of 11 errors. Student 1 made error in using the incorrect verb tense. The student still used present verb. For example: "go" it should be "went", and 'has' it should be 'had' since the text used simple past tense, therefore the formula is S+v2. The second type of error student 1 made is Omission with the total of 8 errors. For example: "live" should be "lived" because a regular verb 2 ended with –ed. Next, "the girl so beautiful" should

be "the girl **was** so beautiful" because the subject "the girl" required a to be "was".

Then, the student did not make mistakes in the category of addition and misordering.

In conclusion, Student 1 made the most errors in Misformation with the total of 11

errors.

2.   Student 02

Table 4.3. Student 2's Error Analysis

Student's Narrative Text	Types of Error
There is a man **nam e** Toba fishing **at lake**. his jangkar tersangkut at gold fish. That fish become a pretty woman. Toba married her with syarat he can't tell anyone that her wife is a fish. They have a kid **name**samosir. Her mother tell him to give her that lunch at the lake, but samosir forgot and **play** with his friend. Toba *who's angry I mean hungry*get mad and say that Samosir a kid from fish, he say *like*"Dasar anak ikan". Because of that bumi bergoncang. Intinya jadi ada danau named Toba. Toba was nyesal but it's to late. Samosir was Selamat because *of* his mom tell him to go to pulau / moutain in the middle of the lake. That pulau named pulau Samosir.	A. Omission
	1. Incorrect: **name** Correct: named
	2. Incorrect: **at lake** Correct: at the lake
	3. Incorrect: **Samosir forgot and play** Correct: Samosir forgot and played
	4. Incorrect: **Samosir a kid from fish** Correct: Samosir was a fish's child
	B. Addition
	1. Incorrect: *Toba who's angry I mean hungry get mad* Correct:Toba got mad
	2. Incorrect: *he say like* Correct: he said
	3. Incorrect: *because of his mom* Correct:because his mom
	C. Misformation
	1. Incorrect: There is a man Correct: There was a man
	2. Incorrect: That fish become Correct: That fish became
	3. Incorrect: He can't tell anyone Correct: He couldn't tell anyone
	4. Incorrect: Her wife Correct: His wife
	5. Incorrect: Her wife is a fish

40

	Correct: Her wife was a fish
	6. Incorrect: They have a kid
	Correct: they had a kid
	7. Incorrect: Her mother
	Correct:His mother
	8. Incorrect: her mother tell him
	Correct: her mother told him
	9. Incorrect: to give her that
	Correct: To give him that
	10. Incorrect: Toba get mad and say
	Correct: Toba got mad and said
	11. Incorrect: "Dasar anak ikan".
	Correct: "Son of a fish"
	12. Incorrect: bumi bergoncang
	Correct: the earth was shaking
	13. Incorrect: Intinya jadi ada danau
	Correct: In conclusion, there was a lake
	14. Incorrect: Samosir was Selamat
	Correct: Samosir survived
	15. Incorrect:his mom tell him
	Correct: His mom told him
	16. Incorrect: That pulau named pulau Samosir.
	Correct: That island was named Samosir Island
D. Misordering	

From the data analyzed by the researcher above, it can be seen that the most common grammatical error that student 2 made is Misformation with the total of 16 errors. Student 2 made error in using the incorrect verb tense. The student still used present verb. For example: "there **is** a man" it should be "there **was** a man", and 'become' it should be 'became' since narrative text used simple past tense, therefore the formula is S+v2. The second type of error student 1 made is Omission with the

total of 4 errors. For example: "name" should end with -ed" because it is a regular verb 2. Next, "Samosir a kid from fish" should be "Samosir **was** a kid fish" because the subject "Samosir required a to-be "was". The student often used Indonesian sentences in the text instead of English, for example "bumi bergoncang". It should be "the earth was shaking". Finally, the student did not make mistakes in the category of addition and misordering.

3.   Student 03

Table 4.4. Student 3's Error Analysis

Student's Narrative Text	Types of Error
Once upon a time, there is a man named Toba, He is an orphan. All he do is just fishing or farming **for living**. One day, Toba **decide** to go fishing *some fish* for his food. *And* he caught a big Fish. That fish looks very different. suddenly, that fish **turn** into a beautiful young woman. "Sir, I was cursed by the God, I will shift into everything that I touch, because you touch me, I can turn back into human". Toba take that woman home, because of her beauty. Toba **ask her hand** in marriage. That woman **agree** with one condition "You must keep the secret that I was a fish, if you fulfill my condition, I will be your wife". After Toba **agree** with that condition, they get married. Years later, they have a son named Samorir. Samosir is a mischievous, lazy, and spoiled child, that makes	A. Omission
	1. Incorrect: **for living** Correct: for a living
	2. Incorrect: **Toba decide to** Correct: Toba decided to
	3. Incorrect**: that fish turn into** Correct: that fish turned into
	4. Incorrect: **Toba ask her hand** Correct: Toba asked her hand
	5. Incorrect: **The woman agree** Correct: The woman agreed
	6. Incorrect: **After Toba agree** Correct: After Toba agreed
	7. Incorrect: **Before reach field** Correct: Before reaching the field
	8. Incorrect: **half of his fatther food** Correct: half of his father's food
	9. Incorrect: **and yell at Samosir** Correct: and yelled at Samosir
	10. Incorrect: **he shout at Samosir** Correct: he shouted at Samosir
	11. Incorrect: **Samosir is son of a fish** Correct: Samosir is a son of a fish
	12. Incorrect: **His mother very angry** Correct: His mother was very angry

Toba have to work harder. One day, his mother asked him to *delivered* food to Toba in the field. **Before reach** field, Samosir feels hungry and eat half of his Father Food. Toba became very angry and **yell** at Samosir. Accidentally he **shout** that samosir is**son of** a fish. Samosir run to his mother and told what his father said. **His mother** very angry because Toba breaking the promise. After that, samosir and his mother went missing. Flood came like there is no tomorrow, drowned everything that **exist** in the area and became a lake. The island in the middle is called Samosir Island and the lake called Toba lake.	13. Incorrect: **everything that exist** Correct: everything that existed

	B. Addition
	1. Incorrect: *to delivered* Correct: to deliver

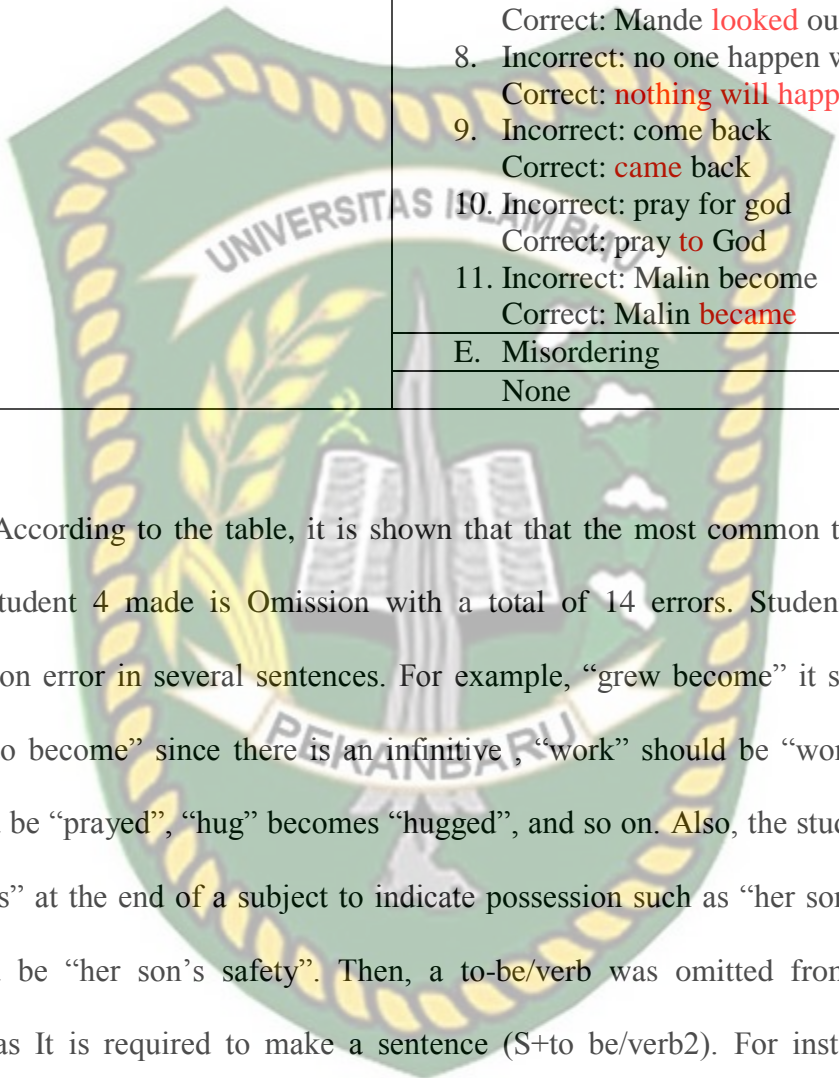|	
	C. Misformation
	1. Incorrect: there is a man Correct: there was a man
	2. Incorrect: he is an orphan Correct: he was an orphan
	3. Incorrect: All he do Correct: all he did
	4. Incorrect: all he do is just Correct: all he did was just fishing
	5. Incorrect: that fish looks Correct: that fish looked
	6. Incorrect: Toba take that woman Correct: Toba took that woman
	7. Incorrect: Toba ask her hand Correct: Toba asked for her hand
	8. Incorrect: they get married Correct: they got married
	9. Incorrect: they have a son Correct: they had a son
	10. Incorrect: Samosir is a mischievous Correct: Samosir was a mischievous
	11. Incorrect: that makes Toba Correct: that made Toba
	12. Incorrect: Samosir feels hungry Correct: Samosir felt hungry
	13. Incorrect: eat Correct: ate
	14. Incorrect: Samosir run Correct: Samosir ran
	15. Incorrect: Toba breaking the promise Correct: Toba broke the promise
	16. Incorrect: there is no tomorrow Correct: there was no tomorrow
	D. Misordering

	None

According to the table above, it can be seen that the most type of errors that Student 3 made is Misformation with a total of 16 errors. In some cases, Student 3 failed to write the correct verb tense using past tense. For example, "he is an orphan" it should be "he **was** an orphan", "do" should be "did", "make" should be "made", "take" becomes "took", and so on. Narrative text requires simple past tense, therefore the formula is S+v2. The second type of error student 1 made is Omission with the total of 13 errors. Student 3 often removed the ending –ed on a regular verb. For example: "agree" should end with -ed", "ask" should be "asked", "shout" should be "shouted". In addition, "his father food" should be "his father's food" to indicate a possession of a noun. Furthermore, Student 3 had one error in addition such as "to delivered" should be "to deliver". Lastly, the student did not write any error in misordering. In conclusion, Student 3 committed the most grammatical errors in Misformation with a total of 16 errors.

4. Student 4

Table 4.5. Student 4's Error Analysis

Student's Narrative Text	Types of Error
malin kundang	A. Omission
In pantai air manis *had* a woman **name** mande rubayah she lived with her son name Malin	1. Incorrect: **name** Correct: named 2. Incorrect: **named** Correct: named

kundang. Mande rubayah *verylove to* malin kundang. Malin **grew become** a dilligent child. **When mande rubayah old**, she **work** as **cake seller**. One day, **Malin sick** and he can safe because his mother cried when he say it.His mother didn't want malin go to city, she worried to malin. "It's okey mom, no one happen with me". *And* then his mother allowed malin to go. Every morning and evening mande rubayah looks to the sea. She always **pray** for **her son safe** and comeback hurry. Malin kundang returned to his home with his wife. Mande rubayah **hug** her son but **malin angry**. He didn't know mande rubayah. **Mande rubayah angry** and pray to god to curse malin. And malin become a rock.

3. Incorrect: **grew become**
   Correct: grew to become
4. Incorrect: **when mande old**
   Correct: when mande got older
5. Incorrect: **she work**
   Correct: she worked
6. Incorrect: **cake seller**
   Correct: a cake seller
7. Incorrect: **Malin sick**
   Correct: Malin got sick
8. Incorrect: **because his mother**
   Correct: because of his mother
9. Incorrect: **Malin go to city**
   Correct: Malin to go the city
10. Incorrect: **she always pray**
    Correct: she always prayed
11. Incorrect: **for her son safe**
    Correct: for her son's safety
12. Incorrect: **Mande hug**
    Correct: Mande hugged
13. Incorrect: **Malin angry**
    Correct: Malin was angry
14. Incorrect: **Mande angry**
    Correct: Mande became angry

B. Addition

1. Incorrect: *had*
   Correct: there lived
2. Incorrect: *love to*
   Correct: loved
3. Incorrect: *his mother to permission*
   Correct: his mother's permission

C. Misformation

1. Incorrect: he can safe
   Correct: he could be safe
2. Incorrect: he asked to
   Correct: he asked for
3. Incorrect: he say it
   Correct: he said it
4. Incorrect: worried to Malin
   Correct: worried about Malinn

	5. Incorrect: Malin back to his home Correct: Malin returned to his home 6. Incorrect: Mande looks Correct: Mande looked out 7. Incorrect: Mande looks Correct: Mande looked out 8. Incorrect: no one happen with me Correct: nothing will happen to me 9. Incorrect: come back Correct: came back 10. Incorrect: pray for god Correct: pray to God 11. Incorrect: Malin become Correct: Malin became
E. Misordering	
None	

According to the table, it is shown that that the most common type of errors that Student 4 made is Omission with a total of 14 errors. Student 4 made an omission error in several sentences. For example, "grew become" it should be "he grew to become" since there is an infinitive , "work" should be "worked", "pray" should be "prayed", "hug" becomes "hugged", and so on. Also, the student forgot to add "'s" at the end of a subject to indicate possession such as "her son safety" that should be "her son's safety". Then, a to-be/verb was omitted from a sentence whereas It is required to make a sentence (S+to be/verb2). For instance, "Malin angry" should be "Malin was angry, "Malin sick" to "Malin got sick." The second type of error student 1 made is Misformation with the total of 11 errors. Student 4 frequently used wrong form of regular verbs in the past tense. For example: "looks"

should end with "looked", "become" should be "became", "come back" should be "came back". Then, the last type is Addition with 3 errors.

5. Student 05

Table 4.6. Student 5's Error Analysis

Student's Narrative Text	Types of Error
Toba Lake	A. Omission
	1. Incorrect: **lived**
Once upon a time, in Paparat. North Sumatera, **Lived** a man named Toba. Toba **want** to go fishing at river, when **he fishing** he threw the hook into river and he got a big fish for dinner. After he got it **he back home** and prepared seasoning and firewood but firewood in his house was out So he searched it in the forest. *But***when he back home** he lost his fish but he found a beautiful girl *who in his house*. After that he marriage with her and got a boy named samosir. One day Toba was angry to his son who eaten the food. he said Samosir was a child fishand samosir *tell to* his mom. His mom was angry and the rain came and made toba lake and then **his wife and his son turn into fish.**	Correct: there lived
	2. Incorrect: **want**
	Correct: wanted
	3. Incorrect: **at river**
	Correct: at the river
	4. Incorrect: **he fishing**
	Correct: he went fishing
	5. Incorrect: **he back home**
	Correct: he went back home
	6. Incorrect: **he back home**
	Correct: he went back home
	7. Incorrect: **turn**
	Correct: turned
	B. Addition
	1. Incorrect: *But*
	Correct: When he went back home
	2. Incorrect: *girl who in his house*
	Correct: girl in his house
	3. Incorrect: *marriage with*
	Correct: married
	4. Incorrect: *tell to*
	Correct: told
	C. Misformation
	1. Incorrect: he marriage with her
	Correct: he married her
	2. Incorrect: Toba was angry to
	Correct: Toba was angry at
	3. Incorrect: eaten
	Correct: ate

47

	4. Incorrect: a child fish Correct: a fish's child 5. Incorrect: Samosir tell Correct: Samosir told
	D. Misordering
	1. Incorrect: <u>a child fish</u> Correct: a fish's child

From the table, it is shown that that the most common type of errors that Student 5 made is Omission with a total of 7 errors. Student 5 made an omission error when they did not include a verb after a subject. For example, "he fishing" it should be "he went fishing" and "he back home" should be "he went back home". Moreover, Misformation is the second most type with four errors when the student misused the correct structure in a well-formed sentence such as "he marriage with her" should be "he married her". Marriage is a noun therefore it is not correct. Then, the student committed several errors in using irregular verbs such as "eaten". The correct form is "ate", while "tell" needs the correct form "told". The third type of errors is Addition with 3 errors. The student added an unnecessary word in the sentence. For example "girl who in his house" did not need "who" and "tell to" did not need the word "to". Lastly, a misordering occurred one time. The sentence was put in the wrong order "a child fish". It should be written as "a fish's child".

6. Student 06

Table 4.7. Student 6's Error Analysis

Student's Narrative Text	Types of Error
Tangkuban perahu	A. Omission
One day there lived a beautiful girl named Dayang sumbi. He lives in a hut in the forest with Loyal dognamed Tumang One day, while weaving **Cloth**, She lost one of her tools. Sambi said to her self "whoever can Find a lost tool and return it to me if he is man, I will make him my husband". 10 minutes Passed, Tumang Found The tool and returned it to him. Like it or not Dayang Sumbi had to fulfill her own Promise to marry tumang. and they have a Children named Sangkuriang. One day, **Sankuriang dan Tumang hunting deer**	1. Incorrect: **loyal dog** Correct: a loyal dog 2. Incorrect**: fulfill** Correct: fulfilled **3.** Incorrect: **Sangkuriang and Tuman hunting** Correct: Sangkuriang and Tumang were hunting 4. Incorrect: **deer** Correct: a deer
	B. Addition
	1. Incorrect: *a children* Correct: a child
	C. Misformation
	1. Incorrect: he Correct: She (a beautiful girl) 2. Incorrect: lives Correct: lived 3. Incorrect:: whoever can Correct: whoever could 4. Incorrect: him Correct: her 5. Incorrect: have Correct: had 6. Incorrect: children Correct: child
	D. Misordering

From the table above, the researcher found that the student made the most type of misformation errors with a total of 6. In fact, Student 5 still wrote in present form. For example "lives" "have" "can". The correct form in the simple past tense for each words is "lived", "had", and "could". Then, the second type of error is

omission. Student 5 made 4 errorrs. For instance, "fulfill" should be "fulfilled" because it is a regular verb that requires an –ed suffix. Then, the student made an addition error. Here, she used "a children" instead of "a child". However, "child" is singular as shown by the usage of article "a" therefore using children is wrong because it is plural. Lastly, there was no error in misordering.

7. Student 07

Table 4.8. Student 7's Error Analysis

Student's Narrative Text	Types of Error
Long time Ago, there lived a beautiful woman named Dayang Sumbi. One day, she was quilting. Suddenly her quilt fell off from her house. She prayed **to gods** "If a man picks up my quilt, he will be my husband. If a woman, she will be my sister". Then, a male dog picks it up. For keeping her words, she married the dog and called him Tumang. she gave birth to a baby, named him Sangkuriang, but never told him who his father was. One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang sumbi knew that, she hit Sangkuriang's head with a big spoon and asked him to go away. Many years later, Sangkuriang found a house in the forest and a	A. Omission
	1. Incorrect: **prayed to Gods** Correct: prayed to the Gods
	2. Incorrect: **who is father** Correct: who his father
	3. Incorrect: **shall be** Correct: it shall be
	4. Incorrect: **into mountain** Correct: into a mountain
	B. Addition
	1. Incorrect: *kicked away* Correct: kicked
	C. Misformation
	1. Incorrect: picks Correct: picked
	2. Incorrect: shall Correct: should
	3. Incorrect: woman Correct: women
	4. Incorrect: dawn is coming
	5. Correct: dawn was coming
	D. Misordering

beautiful woman was inside. The woman, Dayang Sumbi, recognized him as Sangkuriang. He fell in love with her without knowing that she was his mother. He forced her to marry him. Dayang couldn't accept it because they were mother and son. She asked him an Impossible requirement to marry her. He must build a big boat with in a night and **shall** **be** finished by dawn. Sangkuriang a greed and built it with the help of spirits. when he was almost finished, Dayang Sumbi asked woman nearby to hit the Grains as a fake sign that dawn is coming. The spirits run away and Sangkuriang failed to finish the boat. He was very angry and kicked *away* the boat upside down and it turned **into mountain** called Tangkuban Perahu.	

From the table above, the researcher found that the student made the most type of misformation errors with a total of 5. She used the verb form incorrectly several times. For example "picks". The correct form is "picked. Moreover "shall" must be "should", and "dawn is coming" should be "dawn was coming". Then, the second type is omission. For example, she wrote "who father" instead of "who his father was". Another example she wrote "shall be" and she removed a subject "it" that should be added before a verb. She also did not add an article before a singular noun, for example "into mountain" instead of "into a mountain". Lastly, she had an

addition error. She used "kicked away". Meanwhile, it should be "kicked" because the usage of "away" is unnecessary for the verb. In the text, there was no misordering error found.

8. Student 08

Table 4.9. Student 08's Error Analysis

Student's Narrative Text	Types of Error

long time ago, the beach in west sumatra lived a woman and her son. Malin Kundang and mother had to live hard because his father had passed away. Malin kundang was a strong boy. He usually went to the sea. One day, Malin kundang agreed in the hope to get a better life. He left his mother alone. Malin kundang became wealthy. He was also married to a beautiful woman. "Malin kundang has become rich and now he is here". **Malin kundang mother,** ran to the beach to meet malin kundang. She wanted to hug him. *she had pleaded* Malin kundang to look at her and admit that she was her mother. But he kept refusing to do it. Malin Kundang just laughed and set sail. He was thrown out **to small island**. it was too late for him, he turned into a stone.	A. Omission
	
	1. Incorrect: **Malin Kundang mother**
	    Correct: Malin Kundang's mother
	2. Incorrect: **to small island**
	    Correct: to a small island
	
	B. Addition
	
	1. Incorrect: *she had pleaded*
	    Correct: she pleaded
	
	C. Misformation
	
	1. Incorrect: her mother
	    Correct: his mother
	
	D. Misordering
	
	1. Incorrect: In west sumatra lived
	    Correct: lived a woman and her son in West Sumatra

Based on the table, it is shown that Student 8 still made some errors in writing narrative text. The first category is addition with 3 errors. She added auxiliary "had" in the example "She had pleaded", it should be "she pleaded" instead because there is no other verb in that sentence for the use of past perfect tense. Then, the second category is omission with two errors. For example, the student wrote "Malin Kundang mother" without using an 's in the word. Instead, it should be "Malin Kundang's mother" because it indicates possession. The third category of error is misformation. For instance, "her mother". The student used the incorrect possesive pronoun for this example. It has been known that Malin Kundang was a man, therefore it should be "his" instead. Finally, the last category is misordering that shows an incorrect placement. For example, "In West Sumatra lived" should be "there lived a woman and her son in West Sumatra".

9. Student 09

Table 4.10. Student 9's Error Analysis

Student's Narrative Text	Types of Error

Once upon a time on a great ocean happened a big *fighting* between Sura the shark and Baya the crocodile, they battles for a prey. Sura and Baya are very strong, smart , and fierce, but they had done many battles and the result is **always draw**. One day Sura spoke to Baya he is bored with fighting each other, and Sura gave and idea to devide domain. The area consist	A. Omission
	 1. Incorrect: consist of
	    Correct: consisted of
	 2. Incorrect: always draw
	    Correct: always a draw
	
	 B. Addition
	 1. Incorrect: because of that made
	    Correct: that made
	 2. Incorrect: that is become
	    Corrtheect: that became
	 3. Incorrect: a big fighting

ocean and lake is for Sura the shark and the domain **consist** many land is for Baya the crocodile.	Correct: a big fight
	C. Misformation
	1. Incorrect: they battles Correct: they battled
One day Sura break the promise, *because of* that made Baya angry and they fighting each other again and *that is become* a very big battle and that battle enshrined in a statue, and the statue be located in Surabaya city right now.	2. Incorrect: Sura and Baya are Correct: Sura and Baya were
	3. Incorrect: the result is Correct: the result was
	4. Incorrect: he is bored Correct: he was bored
	5. Incorrect: Sura break Correct: Sura broke
	6. Incorrect they fighting Correct: they fought
	7. Incorrect: that is become Correct: that became
	8. Incorrect: statue be located Correct: statue was located
	D. Misordering
	None

In the table, it can be seen that the most dominant type of error is misformation. Student 9 failed to choose the correct verb forms in several sentences. For example, "battles" should be "battled", "break" should be "broke". Another example is that "Sura and Baya are" should be "Sura and Baya were" because were was a verb 2 of to be "are" due to the plural subject. Moreover, omission is the second category with three errors when the student incorrectly removed a suffix –ed for example "cconsist of" should be "consisted of". The next category is addition. The errors occurred such as "that is become" which should be "that became" and "a big fighting" should be "a big fight". In addition, Student 9 did not use an article

before a singular noun such as "to small island" that should be"to a small island".

Meanwhile, no misordering error was made by the student.

10. Student 10

Table 4.11. Student 10's Error Analysis

Student's Narrative Text	Types of Error
a long time ago, **lived young man named** toba, when fishing, toba didn't require a long time to get the fish. **Just thrown** the hook into the river, and he got the big fish. He immediately went home and moved the fish from the creel, but suddenly the big fish turn into a beautiful young lady, *toba was fell* in love with her, and *not long after that* they got married, with a condition that he would never tell anybody about her past. *Severals***month later** toba's *wife delivered to a baby boy*, toba named him Samosir. Unfortunately samosir was a lazy boy, he didn't want to work at all. When his father worked hard in his rice field and farm Samosir just slept. One day, she ordered samosir to bring food **for his father lunch**. But Samosir didn't go to the farm immediately, he stopped and eat **his father lunch**, then he was angry that his son had eaten his food. he said **"you're son of a fish"**. Samosir was hurt, *he ran to* home and tell her mother, she was also deeply hurt " O toba you broke your promise, how you have to consequence of what you did. Samosir go to the hill and find the tallest tree and Climb it" not long	A. Omission 1. Incorrect: **lived young man** Correct: there lived a young man 2. Incorrect: **just thrown** Correct: he just thrown 3. Incorrect: **turn** Correct: turned 4. Incorrect: **month later** Correct: months later 5. Incorrect: **his father lunch** Correct: his father's lunch 6. Incorrect: **the rain last** Correct: the rain lasted 7. Incorrect: **several day** Correct: several days 8. Incorrect: **month later** Correct: months later B. Addition 1. Incorrect: *not long after that* Correct: after that 2. Incorrect: *toba was fell* Correct: Toba fell 3. Incorrect: *Severals month* Correct: several months 4. Incorrect: *delivered to a baby* Correct: delivered a baby 5. Incorrect: *to bring for lunch* Correct: to bring lunch 6. Incorrect: *he ran to home* Correct: he ran home 7. Incorrect: *several day*

55

after that the rain poured heavily. The rain **last** for several **day**, and the area was flooded, the whole area became a toba lake and in the middle of the lake there is an island called Samosor Island.	Correct: several days 8. Incorrect: *a Toba Lake* Correct: Toba Lake
	C. Misformation 1. Incorrect: thrown Correct: threw 2. Incorrect: eat Correct: ate 3. Incorrect: tell Correct: told 4. Incorrect: In condition Correct: with a condition 5. Incorrect: flood Correct: flooded
	6. Misordering None

Based on the table, it is shown that Student 10 still made some errors in writing narrative text. The first category is omission with 8 errors. For example, the student did not add a subject pronoun before a verb in the sentence "just throw". It should be "he just threw". Then, the student omitted the suffix –ed for example "turn" should be "turned". Another example she wrote "his father lunch" it should be "his father's lunch" by adding an apostrophe 's at the end of the singular noun (noun + 's). The, the She had pleaded", it should be "she pleaded" instead because there is no other verb in that sentence for the use of past perfect tense. Then, the second category is addition which is the opposite of omission. There are eight errors. For example, the student wrote "Toba was fell". It should be "Toba fell", "he ran to home" should be "he ran home". After that, there are five errors in the Misformation

56

category. In some cases the student failed to use the correct verbs. For example, "thrown" should be "throw", "eat" shouldbe "ate", and "tell" should be "told".

11.   Student 11

Table 4.12. Student 11's Error Analysis

Student's Narrative Text	Types of Error
Once upon a time, there was a Sura shark and a Baya crocodile who loved to fight over food, and they were both smart and cunning. Every time they fight no one wins, so they make a deal. The sura **control** the ocean area and the baya **control** the land area. After making an agreement they **live** in their respective territories. A few moments later sura sneaked into **the baya area***that is in the river*. *And the next day* sura still sneaked into the baya area and was cought by the baya, and that's where the fight broke out again.	A. Omission
	1. Incorrect: **live**
	Correct: lived
	2. Incorrect**: control**
	Correct: controlled
	3. Incorrect: **the Baya area**
	Correct:the Baya's area
	B. Addition
	1. Incorrect: *after moments later*
	Correct: moments later
	2. Incorrect: *that is in the river*
	Correct: in the river
	3. Incorrect: *And the next day*
	Correct: The next day
	C. Misformation
	1. Incorrect: fight
	Correct: fought
	2. Incorrect: wins
	Correct: won
	3. Incorrect: make
	Correct: made
	4. Incorrect: that is when
	Correct: that was when
	D. Misordering

	None

From the data analyzed by the researcher, it can be seen that the most common grammatical error that student 11 made is Misformation with the total of four errors. Student 11 made error in using the incorrect verb tense. The student still used present verb. For example: "fight" should be "fought", and "wins" should be "won" and "make" should be "made" since the text used simple past tense, therefore the formula is S+v2. The second type of error student 1 made is Omission with the total of 3 errors. For example: "live" should be "lived" because a regular verb 2 ended with – ed. Next, "control" should be "controlled", and "the Baya area" should be "the Baya's area". Then, the student also made some mistakes in the category of addition such as "after moments later", "that is in the river", "and the next day". The table showed the correct sentences.

12.   Student 12

Table 4.13. Student 12's Error Analysis

Student's Narrative Text	Types of Error
Malin kundang	A. Omission
	None
Once upon a time, there lived a poor woman with her only child, Malin kundang. Their life were very poor. They lived in the seashore. When Malin grew up, he decided to try his luck in the city.	B. Addition
	1. Incorrect: *became sickly* Correct: became sick
	2. Incorrect: *until a few years*

58

But his mother didn't allow him. And Malin still kept his argument because he wanted to change their life. After Malin's departure, his mother *became sickly*, and Malin never sent any news to her poor mother.	Correct: a few years
	3. Incorrect: *And one day*
	Correct: One day
Until a few years later, Malin's life was no longer difficult. He became a richman. And he also married a very beautiful woman. *And one day*, Malin wanted to see his village with his beautiful wife. When his mother saw him and his beautiful wife, she could not believe it. Then she started to cry. Because she had been waiting for this moment in her life. Sadly, Malin did not want to admit that she is his mother. Because he was embarassed that she was very poorly dressed. How could he explain to his wife?" She is not my mother, she is trying to claim to be my mother."	C. Misformation
	1. Incorrect: life were very poor
	Correct: life was very poor
	2. Incorrect: her poor mother
	Correct: his poor mother
	3. Incorrect: she is his mother
	Correct: She was his mother
	4. Misordering
	none

From the data above, the researcher found that the most common grammatical error that student 12 made is Misformation with the total of three errors. Student 12 made some errors in using the incorrect to-be. For example: "life is very poor" should be "life was very poor" and "she is his mother" should be "she was his father" since was is used for the singular noun. The second type of error student 12 made is addition with the total of 3 errors. For example: "became sickly" should be "became sick" because "sickly" is an adverb and "sick" is an adjective. Usually the verb

59

"become" is followed by an adjective. Lastly, there are no errors in omission and misordering occurred.

13. Student 13

Table 4.14. Student 13's Error Analysis

Student's Narrative Text	Types of Error
Malin Kundang	A. Omission
Once upon a time, in a village, there lived a poor woman and her son, his name is Malin Kundang. The woman works as a fisherman, but her income couldn't provide their daily needs, so they were always deprived.	1. Incorrect: **did not believe** Correct: did not believe it 2. Incorrect: **miss** Correct: missed 3. Incorrect: **curse** Correct: cursed
When Malin kundang grew up, he decided to go to the city. He wanted to try his lucky fate there. Her mother reluctantly agreed.	B. Addition 1. Incorrect: *Until a few years later* Correct: A few years later
Now, her mother was once again a lonely old woman. After malin left, his mother was concerned about him. She became ill / She got sick while Malin never sent word to her.	C. Misformation 1. Incorrect: the woman works Correct: the woman worked 2. Incorrect: his lucky fate Correct: his luck 3. Incorrect: her mother Correct: his mother
Until a few years later, Malin managed to change his fate. He became a rich guy and he married a very beautiful woman. Malin has the ship's largest Malin's life was no longer difficult.	4. Incorrect: has Correct: had 5. Incorrect: go Correct: went 6. Incorrect: its been Correct: it had been
One day, Malin wanted to see his village. It's been a long time since he came home. Then, Malin go to his village and he met his mother.	7. Incorrect: her mother's Correct: his mother's 8. Incorrect: heart is hurt

60

Malin's mother **didn't believe**. She really **miss** his son so much. Malin recognized his mother. Still he was ashamed to admit to her poorly dressed parents. that's why Malin disowned his mother and her mother's heart is hurt and curse malin to be a stone.	Correct: heart was hurt 9. Incorrect: sent word Correct: sent any letters 10. Incorrect: to admit to her Correct: to acknowledge 11. Incorrect: to see Correct: to visit
	D. Misordering 1. Incorrect: the ship's largest Correct: the largest ship

In the table, it can be seen that the most dominant type of error is misformation. Student 13 failed to choose the correct verb forms in several sentences. For example, "works" should be "worked", "go" should be "went". Another example is that "it's been" should be "it had been", the auxiliary has is had in past tense. Moreover, the student used wrong choice of words in the text. For example "sent word" should be replaced "Sent any letters" and "to see hometown" should be "to visit hometown". Next, omission is the second category with three errors when the student incorrectly removed a suffix –ed for example "miss" should be "missed" and "curse" should be "cursed". The next category is addition. The errors occurred such as "until a few years later"and the word "until" should be removed because it already used the word "later". In addition, Student 13 commited an error in misordering where she wrote "the ship's largest" instead of the correct order "the largest ship".

14. Student 14

Table 4.15. Student 14's Error Analysis

Student's Narrative Text	Types of Error
Tangkuban perahu	A. Omission
One day a king name Sungging perbangkara went hunting in the middle of the forest he **want to** pee in coconut shell. After day came, a wild boar was thirsty and **want**to drink it. after that **she pregnant** and **give birth** a beutiful baby girl. the king who find the baby bring her back to the palace, that baby he gave name Dayang sumbi / rarasati she grow to be a beutiful girl. So **many king** want to marry her but she **reject**them**because**she **reject**many **king** want **war.** Dayang sumbi finallychoose to alienate in the forest with her dog si tumang. Some day, **she busy weaving** clothes and her cloth fall and she **promise**who **want bring** it back she will married and her dog situmang bring it back, after that she marry her dog si tumang and have a son **his name Sangkuriang.**	1. Incorrect: **name** Correct: named 2. Incorrect: **want** Correct: wanted 3. Incorrect: **want** Correct: wanted 4. Incorrect: **she pregnant** Correct: she got pregnant **5.** Incorrect: **birth** Correct: gave birth to 6. Incorrect: **want** Correct: wanted 7. Incorrect: **many king** 8. Correct: many kings 9. Incorrect: **reject** Correct: rejected 10. Incorrect: **because** Correct: because of that 11. Incorrect: **want** Correct: wanted 12. Incorrect: **war** Correct: a war 13. Incorrect: **want** Correct: wanted 14. Incorrect: **she busy** Correct: she was busy 15. Incorrect: **want bring** Correct: wanted to bring 16. Incorrect: **his name Sangkuriang** Correct: his name was Sangkuriang
Some times sangkuriang went hunting with situmang and he **look** for a wild boar who **birth his mom**. He don't know about that and he want to kill it, situmang who knows **want** to with hold him but the arrow hit him sangkuriang **panic** and take the heart of situmang and bring it to his mom	17. Incorrect: **he look** Correct: he looked 18. Incorrect: **who birth his mom**

and he say it's a deer heart and her mom **cook** it. After his mom knows it the heart of situmang, she throw out sangkuriang after sangkuriang getting big he cameback to **area his mom live**, he look his mom and don't knows she is his mom and he want to marry her.

Correct: who gave birth to his mom

19. Incorrect: **panic**
    Correct: panicked
20. Incorrect: **cook**
    Correct: cooked
21. Incorrect: **area his mom live**
    Correct: the area where his mom lived

B. Addition

1. Incorrect: *in the mid of the forest*
   Correct: in the forest
2. Incorrect: *she reject*
   Correct: (should be omitted)

C. Misformation

1. Incorrect: give
   Correct: gave
2. Incorrect: find
   Correct: found
3. Incorrect: bring
   Correct: brought
4. Incorrect: grow
   Correct: grew
5. Incorrect: finily
   Correct: finally
6. Incorrect: choose
   Correct: chose
7. Incorrect: to alienate
   Correct: to hide
8. Incorrect: fall
   Correct: fell
9. Incorrect: promese
   Correct: promised
10. Incorrect: will married
    Correct: would marry
11. Incorrect: have
    Correct: had
12. Incorrect: he's name
    Correct: his name
13. Incorrect: bring
    Correct: brought

	14. Incorrect: Sometime Correct: one day 15. Incorrect: he don't now Correct: he didn't know 16. Incorrect: knows Correct: knew 17. Incorrect: take Correct: took 18. Incorrect: say Correct: said 19. Incorrect: throw out Correct: threw out 20. Incorrect: Sangkuriang getting big Correct: Sangkuriang got older 21. Incorrect: come Correct: came 22. Incorrect: he look his mom Correct: he saw his mom 23. Incorrect: don't knows Correct: did not know 24. Incorrect: she is his mom Correct: she was his mom
	d. Misordering
	1. Incorrect: that baby he gave name Correct: he named the baby 2. Incorrect:whoever want to bring it back she will marry Correct: she will marry whoever want to bring it back.

From the data that analyzed by the researcher above, it showed that the most common grammatical error that student 14 made is Misformation with the total of 22 errors. Student 1 made error in using the incorrect auxiliary. For example: "he don't know" should be "he did not know", "did" is the past form (v2) of "do", various mistakes in using incorrect irregular verbs such "take" should be "took", 'find' should be 'found', "choose" should be "chose", and so on. The second type of error

64

student 1 made is Omission with the total of 20 errors. For example: "name" should end with -ed" because it is a regular verb 2, "cook" should be "cooked". Next, the student made two addition errors. Lastly, there are two misordering errors. For example, "that baby he gave name" should be "he named the baby".

15.   Student 15

Table 4.16. Student 15's Error Analysis

Student's Narrative Text	Types of Error

Toba lake is about a young man named Toba married with a girl who is actually a fish. They can live together on condition they should not tell about the girl's secret to anyone. They did it and have a kid named Samosir. One day, when samosir worked in his farm, samosir was told by his mother to send lunch to his father in the garden. *But however*, samosir felt hungry and he ate the lunch which was for his father that he brought.
 	
when samosir arrived in the garden, his father was angry because his lunch was gone. **He angry** because the lunch for him had been eaten by his only son. In the middle of **Toba anger**, Toba threw out the secret that he couldn't say to anyone to Samosir. Toba said Samosir is **a son of fish.** And no need take a long wait for the village to be flooded. The flood forming a lake that we know as Toba lake. And the bis Island in
	A. Omission
	1. Incorrect: **he angry**
	     Correct: he got angry
	2. Incorrect: **Toba anger**
	     Correct: Toba's anger
	B. Addition
	3. Incorrect: *but however*
	     Correct: However
	C. Misformation
	1. Incorrect: have
	     Correct: had
	2. Incorrect: to send
	     Correct: to deliver
	3. Incorrect: no need take
	     Correct: it did not take
	4. Incorrect: The flood forming
	     Correct: the flood formed
	5. Misordering

65

the middle of the lake is Pulau Samosir.	

Based on the table, it is shown that Student 15￼ still made some errors in writing narrative text.The first category is Misformation with 4 errors. For example, the student still used the present tense in the text such as "have" should be "had".Then, the second category is omission. The student wrote "he angry" instead of "he got angry". In this sentence, a verb is needed before an adjactive. Then, "Toba anger" should be "Toba's anger". Lastly, an addition occurred. For example, the student wrote "but however", it should be "However" only because it already has the same meaning: to express the contrast.

16.   Student 16

Table 4.17. Student 16's Error Analysis

Student's Narrative Text	Types of Error
Tangkuban perahu	A. Omission
Long time Ago, there lived a beautiful woman named Dayang Sumbi. One day, she was quilting. Suddenly her quilt fell off from her house. She prayed to the gods "If a man picks up my quilt, he will be my husband. If a woman, she will be my sister". Then, a male dog	1. Incorrect: **long time ago** Correct: a long time ago 2. Incorrect: **beautiful woman** Correct: a beautiful woman
	B. Addition
	1. Incorrect: *kicked away the boat* Correct: kicked the boat
	C. Misformation

picks it up. For keeping her words, she married the dog and called him Tumang. she gave birth to a baby, named him Sangkuriang, but never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang sumbi knew that, she hit Sangkuriang's head with a big spoon and asked him to go away.

Many years later, Sangkuriang found a house in the forest and **beautiful woman** was inside. The woman Dayang Sumbi, recognized him as Sangkuriang. He fell in love with her without knowing that she was his mother. He forced her to marry him. Dayang couldn't accept it because they were mother and son. She asked him an Impossible requirement to marry her. He must build a big boat with in a night and shall be finished by dawn. Sangkuriang a greed and built it with the help of spirits.

when he was almost finished, Dayang Sumbi asked woman nearby to hit the Grains as a fake sign that dawn is coming. The spirits run away and Sangkuriang failed to finish the boat. He was very angry and kicked *a way* the boat upside down and it turned into a mountain called Tangkuban Perahu.

1. Incorrect: woman
   Correct: women
2. Incorrect: dawn is coming
   Correct: Dawn was coming
3. Incorrect: the spirits run
   Correct: the spirits ran

D. Misordering

None

In the table, it can be seen that Student 16 only committed two types of error: omission and misformation. The first category is misformation with 3 errors. For example, the student wrote "woman" instead of "women". In this sentence women are plural because it doesn't have an article before. The student also chose the incorrect verb forms in several sentences. For example, "dawn is coming" should be "dawn was coming", "run" should be "run". The second type of error is omission. For example, the student wrote "long time ago" where it should have an article since it is common to use in the narrative text.

17. Student 17

Table 4.18. Student 17's Error Analysis

Student's Narrative Text	Types of Error
Surabaya	A. Omission
Once upon a time in the north of east Java, there lived a giant crocodile that was fierce and scary. *It is of*the ruler of the river, the crocodile's name is Baya. The river inhabited by Baya empties into the vast sea. In that sea lived a fierce named sura. sura was bored just eating fish every day. It was curious about the river *that empties into the sea.*	B. Addition
	1. Incorrect: *it is of*
	Correct: it is
	2. Incorrect: *the river that empties into the sea*
	Correct: the river
	C. Misformation
	1. Incorrect: it is of
	Correct: it was
One day sura continued to take lots of prey, until one day Baya was angry because the animals were getting less and less. Even Baya fights with Sura until the tail of the sura breaks so that sura	2. Incorrect: the crocodile's name is
	Correct: the crocodile's name was
	3. Incorrect: empties into the sea
	Correct: flew into the sea
	4. Incorrect: fights
	Correct: fought
	5. Incorrect: breaks
	Correct: broke

never comes back to the river.	6. Incorrect: comes back Correct: came back
	D. Misordering
	Note: error in to-be

From the data analyzed, the researcher found that that Student 17 only committed two types of error: addition and misformation. The first category is misformation with 6 errors. For example, the student wrote "it is" instead of "it was". The student also chose the incorrect verb forms in several sentences. For example, "fights" should be "fought", "breaks" should be "broke", and "comes back" should be "came back". The second type of error is addition with two errors. For example, the student wrote "on the North of east java" where it should be "In East Java" there is a misuse of preposition and another example is "the river that empties into the sea"

18. Student 18

Table 4.19. Student 18's Error Analysis

Student's Narrative Text	Types of Error
Tangkuban Perahu	A. Omission

Once upon a time in west Java, Indonesia **lived a wise king** who had a beautiful daughter. Her name was Dayang Sumbi. She liked Weaving very much. Once she was	1. Incorrect: **lived a wise king**
	   Correct: there lived a wise king
	2. Incorrect: **a cloth**
	   Correct: a piece of cloth
	3. Incorrect: **one of her tool**
	   Correct: one of her tools

weaving **a cloth** when **one of her tool** Fell to the ground, she was very tired at the time so She was too lazy to take it. Then she just shouted outloud.
 	
'Any body there? Bring me my tool. I will give you special Present. If you are female, I will consider you as my sister, If you are male, I will marry you. "
Suddenly a male dog, its name was Tumang come. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and leave her father. Then they lived in a small vinage. Several months later day had a son. His name was Sangkuriang.
 	
One day Dayang Sumbi wanted to have **deer's heart** so she asked Sangkuriang to hunt for a deer. Then sangkuriang went to the wood with his arrow and his faithful dog Tumang, Sangkuriang was exhausted and desperate. He didn't want to disappoint her mother So he killed tumang. He didn't know that Tumang was his father.
Dayang sumbi know that it was tumang's heart. She hit sangkuriang at his head. There was a scar in his head. She also repelled her son.
	4. Incorrect: **have deer's heart**
	   Correct: have a deer's heart
	5. Incorrect: **to the wood**
	   Correct: to the woods
	
	B. Addition
	
	None
	
	C. Misformation
	1. Incorrect: know
	   Correct: knew
	2. Incorrect: the falling tool
	   Correct: the fallen tool
	
	D. Misordering
	
	Note: no resolution in the text

Based on the table above, it is shown that that the most common type of errors that Student 18 made is Omission with a total of 5 errors. Student 18 made an

70

omission error in several sentences. For example, "one of her tool" it should be "one of her tools", "have deer's heart" should be "have a deer's heart" because an article is required before a singular noun. Also, the student forgot to add "'s" at the end of the plural nounThe second type of error student 1 made is Misformation with the total of 2 errors. Student 18 used wrong form of irregular verbs in the past tense. For example: "know" should be "knew". Lastly, the student did not make any errors in addition and misordering.

19.   Student 19

Table 4.20. Student 19's Error Analysis

Student's Narrative Text	Types of Error
Malin Kundang	A. Omission
	1. Incorrect**: a child name**
One day, there lived **a child name** Malin and his mother. Malin Kundang wanted to be successful by migrating out of town and asking his parents For permission to migrate to become a successful person and his mother allowed him. After years of longing for his mother For Malin, Malin Finally came home but he did not consider his mother. So that his mother grieved and **cursed her disobedient son to Stone.**And regret will not turn him back into a human again.	Correct: a child named
	2. Incorrect: **cursed her disobedient son to stone**
	Correct: cursed her disobedient son to turn into stone
	B. Addition
	1. Incorrect:*After years of longing for his mother for Malin*
	Correct: After years of longing for her son, Malin
	C. Misformation
	1. Incorrect: he did not consider his mother
	Correct: he did not admit his mother
	2. Incorrect: his parents
	Correct: his mother

	D. Misordering

In the table, it can be seen that Student 19 has four errors. the most dominant type of error is omission. For example, "a child name" should be "a child named". Then, in terms if misformation error, Student 19 chose the wrong word. For example, "consider" should be "admit", because it means "mengakui" in Indonesia". Another example of error is in addition, for example "After yeats of longing for his mother for Malin" should be "After years of longing for her son, Malin" instead.

20.   Student 20

Table 4.21. Student 20's Error Analysis

Student's Narrative Text	Types of Error
Toba lake	A. Omission
	1. Incorrect: **this story from** Correct: this story is from 2. Incorrect: **this lake located** Correct: this lake is located
The story about a farmer named Mr. Toba who broke his promise to his wife, until a terrible blow came from his promise. The calamity would be a pouring rain that would cover the entire village and become a lake called danau Toba. **This story from north sumatera.**	
	B. Addition
	None
	C. Misformation
	1. Incorrect: teribble Correct: terrible 2. Incorrect: that would cover the entire village Correct: that would flood the entire village
The message contained in the story of lake Toba is that we must never forsake the trust of others. And we always keep our	

72

promises. **this lake located in samosir, north sumatera.**	D. Misordering
	Note: the text is not complete

In the table, it can be seen that Student 20 committed two categories of error. The first type of error is omission. For example, "this story from" should be "this story is from and "this lake located" should be "this lake is located". It means the student omitted the verb to-be from the sentence therefore it is incorrect. Then, in terms if misformation error, Student 19 wrote an incorrect spelling such as "teribble" it should be "terrible. There is also an incorrect choice of word where the student wrote "that would cover the village". It is more appropriate to use "that would flood the village" instead.

21.   Student 21

Table 4.22. Student 21's Error Analysis

Student's Narrative Text	Types of Error
Surabaya City	A. Omission
	1. Incorrect: **the name of crocodile** Correct: the name of a crocodile
A long time ago, there were two animals, Sura and baya. Sura was the name of a shark and baya was	B. Addition
the name of crocodile. they lived in a sea. Once sura and baya were looking for some Food. Suddenly,	1. Incorrect*: in the different places* Correct: in different places
Baya saw a goat.	C. Misformation

"Yummy, this is my lunch" said Baya. "no way! this is my lunch. You are greedy" said sura. then they fought for the goat.After Several hours, they were very tired. Feeling tired of fighting, they lived *in the different places*. Sura lived in the water and Baya lived in the land. The border was the beach. So they would never Fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They Fought again. They both hit each other. Sura bit baya's tall. Baya did the same thing to sura. He bit very hard until Sura Finally gave up and went back to the sea. Baya was happy. he had his place back.	1. Incorrect: he had his place back Correct: he got his place back
	D. Misordering
	None

From the data analyzed, the researcher found that that Student 21 made several errors in writing. The first category is omission. For example, the student wrote "the name of crocodile". It should be "the name of a crocodile". It needs to add an article. The second type is addition. For example, "in the different places". The student should admit the article "the: before the phrase because it is not necessary. Then, the last category is misformation. The student used wrong choice of words in the text. For example "he had his place back" should be "he had his place again".

22.   Student 22

Table 4.23. Student 22's Error Analysis

Student's Narrative Text	Types of Error
The story of the boat tangkuban Dayang sumbi was a beautiful and **kind hearted princess,** but sometimes she was very lazy. Her hobby was weaving **cloth**. One day her weaving tool fell. Tumang a male dog, came to **bring back** to her, as she had promised she married him. Dayang sumbi and tumang got one son. <u>His was name sangkuriang</u>, he did not knot that tumang was his father because he was a dog. Tangkuban perahu is associated with the legend of sangkuriang, who is said to falling in love with his mother, Dayang sumbi. To thwart **her son intention** to marry her, dayang Sumbi proposed a condition that sangkuriang build a lake and a boat overnight. At dawn the lake and boats were almost finished dayang sumbi became very worried the gentes thought that morning was approaching. Sangkuriang became very angry he kicked the boat so hard.	A. Omission
	1. Incorrect: **kind hearted princess** Correct: kind-hearted princess
	2. Incorrect: **weaving cloth** Correct: weaving clothes
	3. Incorrect: **bring back to** her Correct: bring it back to her
	4. Incorrect: **her son intention** Correct: her son's intention
	B. Addition
	None
	C. Misformation
	1. Incorrect: did not knot Correct: did not know
	2. Incorrect: overnight Correct: in one night
	D. Misordering
	1. Incorrect: his was name Sangkuriang Correct: his name was Sangkuriang

Based on the data above, it can be described that Student 22 made several errors in writing. The first category is omission. For example, the student wrote kind hearted princess, it should be kind-hearted princess because it is a compoundd adjective. Then, "weaving cloth" should be "weaving clothes". "Bring back to her"

should be "bring it back to her" because the verb lacks an object. Another example is "her son intention" must be "her son's intention" to indicate possession therefore the noun must be followed by an apostrophe 's. Furthermore, there is an error in misformation. The student wrote "did not knot". The verb "knot" was misspelled, it should be "know". Lastly, a misordering occurred. For example, "his was name Sangkuriang" must be "his name was Sangkuriang". The verb be must come after the noun (S+V2), not the opposite.

23.   Student 23

Table 4.24. Student 23's Error Analysis

Student's Narrative Text	Types of Error
A long time ago, there were two creatures, Sura and Baya. **Sura was the name of Shark** and Baya was a crocodile. They lived in an ocean. When Sura and Baya were searching some nourishment A bruptly, Baya Sawa goat. "Yummy, this is my lunch." Said Baya "No chance! This is my lunch. You are covetous!" Said Sura. At that point they battled for the goat. Following a few hours, they were extremely drained. Feeling tired of battling, they lived in the better places. Sura lived in the water and Baya **live** in the area The outskirt was Shoreline, so they would never battle again. One day, Sura went to the Area	A. Omission 1. Incorrect:**Sura was the name of Shark** Correct: Sura was the name of a shark 2. Incorrect: **Baya live** Correct: Baya lived B. Addition None C. Misformation 1. Incorrect: nourishment Correct: food 2. Incorrect: covetous Correct: greedy 3. Incorrect: nourishment Correct: food 4. Incorrect: abruptly Correct: suddenly 5. Incorrect: nourishment Correct: food 6. Incorrect: guarantee Correct: promise

76

and searched for some nourishment in the Stream. He was exceptionally revenous and there was very little nourishment In the Ocean. Baya was extremely furious when he realized that Sura broke the guarantee. They battled once more. They both hit one another. Sura bit Baya's tail. Baya did likewise to Sura. He bit hard until Sura at last surrendered and went back to the ocean. Baya was Cheerful.	7. Incorrect: ravenous Correct: hungry
	D. Misordering

In the table above, the data showed that there are several errors made by Student 23. For example, "live" must be "lived" because the narrative text is mostly written in past tense therefore the correct form is V2. Then, the student made some errors in misformation due to incorrect choice of words. For example, "nourishment" should be food, covetous should be greedy, and ravenous should be hungry. These words are unfamiliar to use in the text.

24.   Student 24

Table 4.25. Student 24's Error Analysis

Student's Narrative Text	Types of Error
Surabaya City A long time ago, there were two	A. Omission

Creatures, Sura and Baya. Sura was the name of a Shark and Baya was a crocodile, they lived in a sea. Once Sura and Baya Were looking for Some food. Suddenly, Baya saw a goat "Yummy, this is my lunch" said baya. "No way! This is my lunch you are greedy" said sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired Of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. the Border was the beach, so they would never fight again. one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much Food in the sea. Baya was very angry when he knew that sura broke the promise. they fought again. They both hit each other. Sura bit baya's tail. Baya did the same thing to Sura. He bit Sura Very hard. Sura finally gave up and went back to the sea. Baya was Happy.	B. Addition

	C. Misformation
	  1. Incorrect: in the water
	      Correct: underwater
	  2. Incorrect: in the land
	      Correct: on the land

	D. Misordering

Based on the data above, it can be seen that Student 24 made several errors in writing. The first category is misformation. For example, the student wrote in the water, it should be underwater. Then, "in the land" should be "on the land". Furthermore, there is no error in the other categories.

4.3. Discussion

4.3.1 Common Grammatical Errors made by the tenth grade students of SMA Islam As-Shofa Pekanbaru

After presenting the errors into types of error which are written by Dulay and explaining the frequency of errors, the researcher would like to explain more about all errors from the highest until the lowest frequency that occurred in students' writing as follows:

1. Misformation

First, most of students make errors in Misformation with the total of errors 158 errors (49,53%). It has the highest frequency among the types of error. Misinformation error occurs due to the use of the wrong item of the morpheme or structure.The example of misinformation is "He eat". The sentence contains misormation in the use of regular past. The verb "eat" is a present irregular verb so it should be changed into past form (v2) which is "ate". Another example is "dawn is coming" should be "dawn was coming". Lastly, "he marriage with her" should be "he married her" because marriage is a noun not a verb therefore it is not suitable to use in this sentence.

2. Omission

The second type of error that students made is Omission with the total of 113 errors (35,42%). Omission mistakes occur when a morpheme or word in a phrase is missing or is not well-formed (Ellis, 2008). It indicates that the learner has omitted an element that should be present in a good sentence. This error happened because the students did not pay attention in writing. For example "Malin Kundang mother" should be "Malin Kundang's mother". Then, "name" should be "named" because it needed to have suffix –ed at the end of the word and it is a regular verb, "cook" should be "cooked".

3. Addition

The third type of error that students made is addition with the total of 42 errors (13,17%). This type of error is contradicted to the previous one. The characteristic of this error is known by the presence of an item, which must not appear in a well-formed utterance. For example the student added auxiliary "had" in the example "She had pleaded", it should be "she pleaded". Then, another example is "became sickly" should be "became sick".

4. Misordering

The last type of error that students made is misordering with the total of 6 errors (1,88%). It is the category with the least errors, This error happened because the students misplaced the words. For example "the ship's largest"

should be "the largest ship". Another example is "his was name Sangkuriang". It should be "his name was Sangkuriang" because the verb "was" comes after a noun/subject.

Based on the result of this research, the researcher found some aspects of errors in students' narrative text writing. They are using simple past tense. These grammatical errors consist of four categories based on Politzer and Ramirez as a guideline in Dulay's theory (1982) classification in linguistic category. However, in this research, the researcher only found four types of these errors.

In conclusion, it is indicated that the most error made by the students are; the first is misformation with 158 times of occurrence and 49.53% of percentage, the second is omission with 113 times of occurrence and 35.42% of percentage, and the third is addition with 42 times of occurrence and 13.17% of percentage, and the fourth is misordering with 6 times of occurrence and 1.88% of percentage.

4.3.2. Factors Influencing Grammatical Errors made by the tenth grade students of SMA Islam As-Shofa Pekanbaru

This part is the explanation of the factors that influence students in making grammatical errors. The results come from the instrument which has been

mentioned in the previous section. The writer found some evidences. Here are three factors of errors which considered by the students.

a. Interlingual Transfer

Interlingual defined as errors which is the result of language transfer/translation that caused by the influence of students' first language. The results indicate that there is a lack of competence and knowledge of grammar among the students. There is an indication that they did not seem to master the grammar aspect well, thus resulting in errors committed in their English compositions.

For example: *She not my mother (Table 4.13). It should be; She is not my mother. The student removed auxiliary "was" which means "adalah" because they rarely used the word in Indonesian.

Furthermore, The students translated the word one by one from their mother tongue into English. For example, Malin has the ship's largest which means *Malin memiliki kapal terbesar*. While the meaning is correct but grammatically it is incorrect because of the sentence order, therefore it should be "the largest ship".

82

b. Intralingual Transfer

Intralingual error reflects the general characteristic of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

Intralingual refers to errors caused by the lack competence of the language being learnt, so the students will produce incomplete rule application. Then, there are items produced by the learner that does not reflect the structure of the mother tongue, but generalizations based on partial exposure to the target language.

The writer found errors caused by intralingual error. In some cases, students failed to choose the correct verb for simple past tense. Here is the example:

*He just throw. It should be "he just threw" because threw is the verb 2 of throw. Then, the student failed to choose the correct verb. For example, she wrote *He **have** crazy rich money (Table 4.2). It should be; He had a lot of money. The sentence must use a verb in past tense, therefore have becomes had.

Another error is *His was name Sangkuriang. It should be "His name was Sangkuriang" because the grammatical rule is subject pronoun (his name) + verb (was).

c. Lack of Writing Practices

Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors will occur. Another factor that contributes to the errors is the inadequate exposure to the target language. It is admitted that many students do not have good access or conducive environment to practice their English, especially both in writing or speaking. When the students have limited exposure to the language learnt, there will be a big possibility for them to commit errors in their language.

Based on the interview with some of the students, students believe that the lack of writing activities and homework is always responsible for their weakness in the English writing skill. Moreover, the teacher said that they sometimes spend enough time on the writing skill in their classrooms. It can be concluded that lack of continuous writing activities may lead to committing more errors in the writing process.

In conclusion, there were found three factors that influence students' grammatical errors in writing, namely interlingual transfer, intralingual transfer, and lack of writing practice.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings and discussions in the previous chapter, the researcher can draw some conclusions as follow:

1. From the collected data, there were 24 students who had written narrative texts. From the analysis of the students' writing, the researcher found 308 errors.Students are still confused about choosing the correct word and verb forms.The first kind of errorin writing narrative text made by the tenth grade students of SMA Islam As-Shofa Pekanbaru misformation with 158 errors or 49.53%, the second one is error of omission with 118 errors or 35.42%, the third type is addition with 42 errors or 13.17% and the last one with the least kind of error is misordering with 6 errors or 1.88%.

2. Based on the chart in findings, the dominant error that made by the tenth grade students of SMA Islam As-Shofa Pekanbaru is error of misformation with 158 errors or 49.53% of total errors. This error became the most difficult for students because they didn't understand the movement of verb and to be from present tense into past tense.

3. The researcher found the factors influencing students' making errors in writing narrative text. The factors consisted of interlingual transfer, intralingual transfer, and lack of writing practice. From the result, the example of interlingual transfer is; Malin has the ship's largest which means Malin memiliki kapal terbesar. While the meaning is correct but grammatically it is incorrect because of the sentence order, therefore it should be "the largest ship". Meanwhile, an example of intralingual transfer is *His was name Sangkuriang. It should be "His name was Sangkuriang" because the grammatical rule is subject pronoun (his name) + verb (was).. Then, students also stated that lack of writing practice influenced their cause of errors in writing narrative text.

5.2. Suggestion

Based on the conclusion above, here are some suggestions given by the researcher:

1. For the teacher

a. The teacher should explain more about how to apply simple past tense in the sentences.

b. The teacher must give the students more practices in order to get them accustomed to using simple past tense in narrative text.

2. For the students

a. The students have to pay attention to some aspects that are difficult for them, especially in the past form of to be, regular and irregular verbs.

b. The students need to practice more in writing narrative text in order to get them used to the use simple past tense.

3. For the next researcher, hopefully, this research can be useful as their references to conduct other research in different aspect of grammar.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name:
Class :

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Atiqah Adawiyah Sholihah
Class : X MIA 1

Once upon a time in the north of east Java, there lived a giant crocodile that was fierce and scary. It is of the ruler of the river, the crocodile's name is Baya. The river inhabited by Baya empties into the vast sea. In that sea lived a fierce named Sura. Sura was bored just eating fish every day. It was curious about the river that empties into the sea. One day Sura continued to take lots of prey, until one day Baya was angry because the animals were getting less and less. Even Baya fights with Sura until the tail of the Sura breaks so that Sura never comes back to the river.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:
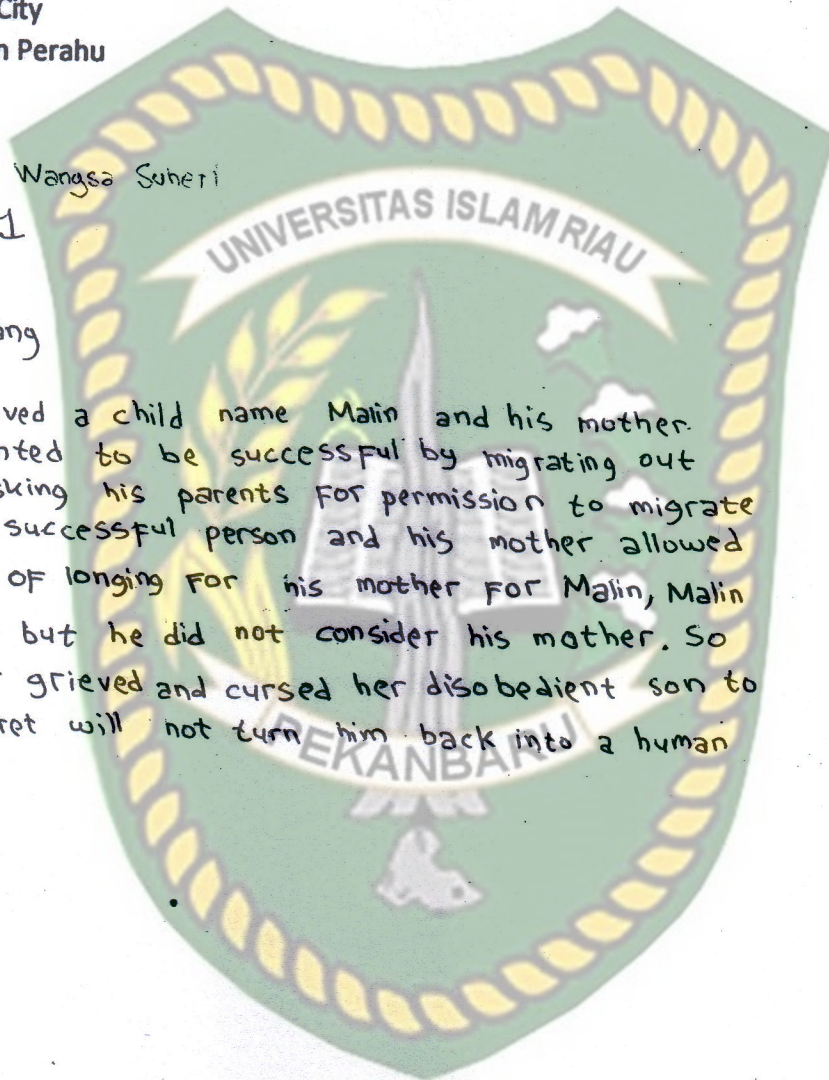
1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Rayyan Wangsa Suheri
Class : X MIA 1

1. Malin Kundang

One day, there lived a child name Malin and his mother. Malin kundang wanted to be successful by migrating out of town and asking his parents for permission to migrate to become a successful person and his mother allowed him. After years of longing for his mother for Malin, Malin finally came home but he did not consider his mother. So that his mother grieved and cursed her disobedient son to stone. And regret will not turn him back into a human again.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Angely raudhatul Fashii
Class : x mia 1

Surabaya City

A long time ago, there were two animals, Sura and baya. Sura was the name of a shark and baya was the name of crocodile. they lived in a sea. Once Sura and baya were looking for some food. Suddenly, Baya saw a goat.

" Yummy, this is my lunch " said Baya. " no way ! this is my lunch. you are greedy" said sura. then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach. So they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit baya's tail. Baya did the same thing to sura. He bit very hard until sura finally gave up and Awent back to the sea. Baya was happy. he had his place back.

94

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Frandysken Javier
Class : X MIA 7

Toba Lake

Once upon a time, in Paparat. North Sumatera, lived a man named Toba. Toba want to go fishing at river, when he fishing he threw the hook into river and he got a big fish for dinner. After he got it he back home and prepared seasoning and firewood but firewood in his house was out so he searched it in the forest.

But when he back home he lost his fish but he found a beautiful girl who in his house. After that he marriage with her and got a boy named samosir. One day Toba was angry to his son who eaten the food. he said samosir was a child fish. and samosir tell to his mom.

His mom was angry and the rain came and made toba lake and than his wife and his son turn into fish

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Nasyifa Maharani Safitri
Class : X Mia I

The story of the boat tangkuban

Dayang sumbi was a beautiful and kind hearted princess, but sometimes she was very lazy. Her hobby was weaving cloth. One day her weaving tool fell. Tumang a male dog, came to bring back to her. as she had promised she married him.

Dayang sumbi and tumang got one son. his was name sangkuriang. he did not know that tumang was his father because he was a dog.

Tangkuban perahu is associated with the legend of sangkuriang. who is said to have falling in love with his mother, Dayang sumbi. To thwart her son intention to marry her, dayang sumbi proposed a condition that sangkuriang build a lake and a boat overnight

At dawn the lake and boats were almost finished dayang sumbi became very worried the gentes thought that morning was approaching. sangkuriang became very angry he kicked the boat so hard.

96

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Danish Ammara
Class : X. Mia 1.

4. Tangkuban Perahu

Once upon a time in west Java, Indonesia lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tool Fell to the ground. She was very tired at the time so she was too lazy to take it. Then she just shouted outloud.

'Anybody there? Bring me my tool. I will give you special present. If you are female, I will consider you as my sister. If you are male, I will marry you.

Suddenly a male dog, its name was Tumang, come. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and leave her Father. Then they lived in a small village. Several months later day had a son. His name was Sangkuriang.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt For a deer. Then Sangkuriang went to the wood with his arrow and his Faithful dog Tumang. Sangkuriang was exhausted and desperate. He didn't want to disappoint her mother So he killed Tumang. He didn't know that Tumang was his Father. Dayang Sumbi know that it was Tumang's heart. She hit Sangkuriang at his head. There was a scar in his head. She also repelled her son.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu ✓

Name: Zalfa Keysha Azzahrani
Class : X MIA 1

Tangkuban Perahu

Long time ago, there lived a beautiful woman named Dayang Sumbi. One day, she was quilting. Suddenly, her quilt fell off from her house. She prayed to gods, "if a man picks up my quilt, he will be my husband. If a woman, she will be my sister". Then, a male dog picks it up. For keeping her words, she married the dog and called him Tumang. she gave birth to a baby, named him Sangkuriang, but never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and asked him to go away.

Many years later, Sangkuriang found a house in the forest and a beautiful woman was inside. The woman Dayang Sumbi, recognized him as Sangkuriang. He fell in love with her without knowing that she was his mother. He forced her to marry him. Dayang couldn't accept it because they were mother and son.

She asked him an impossible requirement to marry her. He must build a big boat with in a night and shall be finished by dawn. Sangkuriang agreed and built it with the help of spirits.

When he was almost finished, Dayang Sumbi asked woman nearby to hit the grains as a fake sign that dawn is coming. The spirits run away and Sangkuriang failed to finish the boat. He was very angry and kicked away the boat upside down and it turned into a mountain called Tangkuban Perahu.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Aliya Aribi Ayasyi
Class : x MIA 1

• Malin kundang

a long time ago, the beach in west sumatra lived a woman and her son. Malin kundang and mother had to live hard because his father ha'd passed away. Malin kundang was a strong boy. He usually went to sea. one day, Malin kundang agreed in the hope to get a better life. He left his mother alone.

Malin kundang became wealty. He was also married to a beautiful woman. "Malin kundang has become rich and now he is here" Malin kundang mother, ran to the beach to meet malin kundang. she wanted to hug him. she had pleaded Malin kundang to look at her and admit that she was her mother. But he kept refusing to do it.

Malin kundang just laughed and set sail. He was thrown out to small island. it was realy too late for him. he had turned into a stone.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Dania
Class : X MIA 1

Once upon a time, there lived a poor woman with her only child, Malin Kundang. Their life were very poor. They lived in the seashore.

When Malin grew up, he decided to try his luck in the city. But his mother didn't allow him and Malin still kept his argument because he wanted to change their life. After Malin's departure, his mother became sickly, and Malin never sent any news to her poor mother.

Until a few years later, Malin's life was no longer difficult. He became a richman. and he also married a very beautiful woman.

And one day, Malin wanted to see his village with his beautiful wife. When his mother saw him and his beautiful wife, she could not believe it. Then she started to cry. Because he had been waiting for this moment in her life.

Sadly, Malin did not want to admit that she is his mother. Because he was embarrass-d that she was very poorly dressed. How could he explain to his wife? " She is not my mother, she is trying to claim to be my mother."

His mother really hurt to hear Malin's words. She was speechless and shocked. His mother then cursed Malin. Malin was scared and begged his mother. However, his mother was already shocked and got mad at him.

It rained heavily and lightning struck. At that time, Malin turned into stone.

— THE END —

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Gilbert Pratama Putra.S   13-04-2022
Class : X MIA 1

Tangkuban Perahu
—"—"—"—

One day there lived a beautiful gril named Dayang sumbi. He lives in a hut in the forest with loyal dog, named Tumang. one day, while weaving Cloth, she lost one of her tools.

Sambi said to her self, whoever can find a lost tool and return it to me if he is man. I will make him a husband. 10 minutes passed, Tumang found the tool and returned it to him. like it or not Dayang sumbi hat fulfill her own promise to marry tomang. and they have a children named Sangkuriang.

One day, Sankuriang and dan Tumang hunting deer. ~~They meet~~
and

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City ✓
4. Tangkuban Perahu

Name: Chandra Bulan
Class : X Sciences 1

Surabaya

A long time ago, there were two creatures, Sura and Baya. Sura was the name of shark and Baya was a crocodile. They lived in an ocean.

When Sura and Baya were searching some nourishment. Abruptly, Baya saw a goat.

"Yummy, this is my lunch." Said Baya

"No chance! This is my lunch. You are Covetous!" said Sura

At that point they battled for the goat. Following a few hours, they were extremely drained. Feeling tired of battling, they lived in the better places. Sura lived in the water and Baya live in the area. The outskirt was shoreline, so they would never battle again.

One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally revenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.

They battled once more. They both hit one another. Sura bit Baya's tail. Baya did likewise to Sura. He bit hard untill Sura at last surrendered and went back to the ocean. Baya was cheerful. ☺

102

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: NABILA FELISHA
Class : X MIA

Toba lake

The story about a farmer named Mr. Toba who broke his promise to his wife, until a teribble blow came from his promise. The calamity would be a pouring rain that would cover the entire village and become a lake called danau toba. This story from north sumatera

The message contained in the story of lake toba is that we must never forsake the trust of others, and we always keep our promises.

this lake located in samosir, north sumatera

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Indriani Yulia Putri

Class : X MIA 1

Narrative text

Surabaya City

A long time ago, there were two creatures, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. they lived in a sea. once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "yummy, this is my lunch," said Baya. "No way! This is my lunch. you are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. the Border was the beach, so they would never fight again

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry whe he knew that sura broke the promise. they fought again. They both hit each other. Sura bit baya's tail. Baya did the same thing to Sura. He bit Sura very hard. Sura finally gave up and went back to the sea. Baya was happy.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Annora Bintang
Class : X MIA 1

There is a man name Toba frshing at lake. his pancar tersangkut at gold fish. That fish become a pretty woman. Toba married her with syarat he can't tell anyone that her wife is a frsh.

They have a kid name samosir. Her mother tell him to give her that lunch at the lake, but samosir forgot and play with his friend. Toba who's angry I mean hungry get mad and say that Samosir a kid from fish. he say like "Dasar anak ikan."

Because of that bumi bergoncang and I forgot whats next. intinya jadi ada danau named Toa Toba. Toba was nyesal but its to late. Samosir was selamat because of his mom tell him to go to pulau/mountain I forgot in the middle of the lake. That pulau/gunung named pulau Samosir.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Rafeyla Ineta Irving
Class : X Mia 1

Toba Lake

Once upon a time, there is a man named Toba, He is an orphan. All he do is just fishing or farming for living. One day, Toba decide to go fishing some fish for his food. And he caught a big fish. That fish looks very different, suddenly, that fish turn into a beautiful young woman. "Sir, I was cursed by the God, I will shift into everything that I touch, because you touch me, I can turn back into human"

Toba take that woman home, because of her beauty. Toba ask her hand in marriage. That woman agree with one condition "You must keep the secret that I was a fish, if you fulfill my condition, I will be your wife"

After Toba agree with that condition, they get married. Years later, they have a son named Samosir. Samosir is a mischievous, lazy, and gluttony child, that makes Toba have to work harder.

One day, his mother asked him to delivered food to Toba in the field. Before reach field, Samosir feels hungry and eat half of his father food. Toba became very angry and yell at Samosir. Accidently he shout that Samosir is son of a fish.

Samosir run to his mother and told what his father said. His mother very angry because Toba breaking the promise.

After that, samosir and his mother went missing. Fold come like there is no tomorrow, drow every thing that exist in tha area and became a lake. The island in the middle is called Samosir Island and the lake called Toba lake.

106

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang ✓
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Devia Anggraini
Class : X MIA I

One day, One man live with his mother, he name is malin kundang. Malin kundang go to City. Search money.

because malin kundang go to city. he have Crazy rich money :). and he merry the girl, and the girl so beautiful.

One day, he go to his mother live, and he give some money to human in the his mother live. he so arrogant.

and his mother know he comeback, so she run to "dermaga"? and she saw malin kundang. but, he shame, so he lies and say " She not my mother!"

malin kundang mother sad, and she say

" I curse you, and Becomes Stone "

and malin kundang Becomes stone.

AND ~

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Aisyah Salsabila Putri
Class : X MIA1

Malin Kundang

Once upon a time, in a village, there lived a poor woman and her son, his name is Malin Kundang. The woman works as a fisherman, but her income couldn't provide their daily needs, so they always deprived.

When Malin Kundang grew up, he decided to go to the city. He wanted to try his luck/there. Her mother reluctantly agreed. Now, her mother was once again a lonely old woman. After Malin left, his mother was concerned about him. She became ill / She got sick while Malin never sent word to her.

Until a few years later, Malin managed to change his fate / Malin could change his fate. He became a rich guy and he had married with a very beautiful woman. Malin has the ship's largest. Malin's life was no longer difficult.

One day, Malin wanted to see his village. It's been a long time since he came home. Then, Malin go to his village and he met his mother. Malin's mother didn't believe, she really missed his son so much. Malin recognized his mother. Still, he was ashamed to admit to her poorly dressed parents. that's why Malin disowned his mother. and her mother's heart is hurt and curse malin to be a stone.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Vania yasmin Salsabila
Class : X mia (

a long time ago, lived young man named toba, when fishing, toba didn't require a long time to get the fish. Just thrown the hook into the river, and he got the big fish. he immediately went home, and moved the fish from the creel., but suddenly the big fish turn into a beautiful young lady, toba was fell in love with her, and not long after that they got married, in condition that he would never tell anybody about her past.

Severals month later toba's wife delivered to a baby boy, toba named him samosir. unfortunately samosir was a lazy boy. he didn't want to work at all. when his father worked hard to in his rice field and farm, samosir just slept. one day, then ordered samosir to bring food for his father lunch.

But samosir didn't go to the farm immediately. he stopped and eat his father lunch, then he was angry that his son had eaten his food. he said "you're son of a fish".

Samosir was hurt, he ran to home and tell her mother, she was also deeply hurt "O toba you broke your promise, now you have to consequence of what you said, samosir go to the hill and find the tallest tree and climb it"

ut long after that the rain poured heavily, the rain last for several day, and the area was floded, the whole area became a toba lake and n the middle of the lake there is an island called samosir island.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Rifka Hidayati
Class : X MIA 1

Long time ago, there lived a beautiful woman named Dayang Sumbi. one day, she was quilting. Suddenly, her quilt fell off from her house. she prayed to gods, "If a man picks up my quilt, he will be my husband. If a woman, she will be my sister".
Then, a male dog picks it up. For keeping her words, she married the dog and called him Tumang. She gave birth to a baby, named him sangkuriang, but never told him who is father was.

One day, sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. Whe Dayang Sumbi knew that, she hit sangkuriang's head with a big spoon and asked him to go away. Many years later, sangkuriang found a house in the forest and a beautiful woman was inside. The woman, Dayang Sumbi. He fell in love with her without knowing that she was his mother. He forced her to marry him, Dayang Sumbi could not accept it because they were mother and son.

She asked him an impossible requirement to marry her. He must build a big boat within a night and shall be finished by dawn. When he was almost finished, Dayang Sumbi asked woman nearby to hit the grains as a fake sign that dawn is coming. He was very angry and kicked away the boat upside down and it turned into mountain called Tangkuban Perahu.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Aqeela Nadya S.
Class : X MIA 1.

In pantai air manis had a women name mande rubayah she lived with her son name Malin Kundang. Mande rubayah very love to malin kundang. Malin grew become a dilligent child. when Mande rubayah old, she worr AS cake seller. one day, Malin Sick and he can sape because his mother. when Malin was an adult, he asked to his mother to permission and go to city. her mother cried when he say it. his mother didn't want malin go to city. She worried to Malin. "it's okay mom, no one happen with me" and then his mother Allowed Malin to go. every morning and evening Mande rubayah looks to the sea. she always pray for her son safe and come back hurry. Malin kundang back to his home with his wife. Mande rubayah hug her son, but Malin angry. he didn't know Mande rubayah. Mande rubayah angry and pray for god to curese Malin. And Malin become a rock.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Fadlan Ikhan HP
Class : X MIA I

one day a king name Sungging Perbangkara went hunting in the mid of the forest he want to pee in coconut shell.

after dan came a wild boar, her thirsty and want to drink it, after that she pregnant and give birth a beutiful baby girl.

the king who find the baby bring her back to the palace, that baby he gave name Dayang Sumbi / rarasati she grow to be a beutiful girl.

So many king want to marry her but she reject that because she reject many king want to war.

Dayang Sumbi finily chocge to alienate in the forest accompanid with her dog si tumang.

Some Day, she busy weaving, and her cloth fall, and she promese whos want bring it back she will marrie, and her dog si tumang bring it back, after that she marry her dog si tumang and have a son he's name sung kuriang

Some times sang kuriang went hunting with si tumang and he bot for a wild baar who birth his mom, he don't now about that and he want to kill it, si tuman who knows want to withhold him but the arrow hit him and his that sang kuriang panic take the heart of si tumang and bring it to his mom and he say it's a deer heard, and her mom coot it, after his mom knows it the herd of situman, she throw out sangkuriang after sang kuriung getting big he come back to area his mom live, he look his mom ana don't knosis she is his mom, and he want to marry her

112

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Riziq. Asshidiqie

Class : X MI A

Once upon a time, there was a sura shark and a baya crocodile who loved to fight over food, and they were both smart and cunning. Every time they fight no one wins, so they make a deal. The sura control the ocean area and the baya control the land area. After making an agreement they live in their respective territories. And a few moments later sura sneaked into the baya area that is in the river. And the next day sura still sneaked into the baya area and was cought by the baya, and that's where the fight broke out again.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake ✓
3. Surabaya City
4. Tangkuban Perahu

Name: Nasywa Azzahra
Class: X MIA 1

Short story Toba lake is about a young man named Toba married with a ~~woman~~ girl who is actually a fish. They can live together on condition ~~should~~ they should not tell about the girl's secret to anyone, They did it and have a kid named samosir. One day, when Samosir worked in his ~~field~~ farm, Samosir was told by his mother to send lunch to his father in the garden. But however, Samosir felt hungry and he ~~eat~~ ate the lunch which was for his father that he brought. when Samosir Arrived in the garden, his father was angry because his lunch was gone. He angry because the lunch for him had been eaten by his only son. ~~Samosir Toba~~ In the ~~middle~~ middle of Toba anger, Toba ~~that~~ Threw out the secret that he couldn't say to anyone to ~~his~~ Samosir. Toba said Samosir is a son of fish. And no ~~we~~ need take a long wait for the village to be Flooded. Tho Ilnnd Forming a lake that we know as Toba Lake. And ~~the~~ lake is Pulay Samosir.

Instruction: Write a narrative text based on one of the following topics. Choose only one topic:

1. Malin Kundang
2. Toba Lake
3. Surabaya City
4. Tangkuban Perahu

Name: Rafy Fikri Wisono

Class : X MIA I

Surabaya

Once upon a time on a great Ocean usually happened a big fighting between Sura the shark and Baya the Crocodile, they battles for a prey. Sura and Baya are very strong, smart, and fierce, but they had done many battles and the result is always draw. One day Sura spoke to baya he is bored with fighting each other, and Sura gave an idea to devide domain. The Domain consist Ocean and lake is for Sura the Shark and the Domain consist many land is for Baya the Crocodile,

One day Sura break the promise, because of that made Baya angry and they fighting each other again and that is become a very big battle, and that battle enshrined in a statue, and the statue be located in Surabaya city right now.

115