AN ANALYSIS OF GRAMMATICAL ERRORS ON STUDENTS' WRITING NARRATIVE TEXT OF SECOND GRADE STUDENTS AT SMAN 2 XIII KOTO KAMPAR

A THESIS

Intended to Fulfil One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Faculty

ARTIKA RESTI NPM 156310201

ENGLISH STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2019

THESIS APPROVAL

THE EFFECT OF USING MIND MAPPING STRATEGY TOWARDS STUDENTS' SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT SMA YLPI PEKANBARU
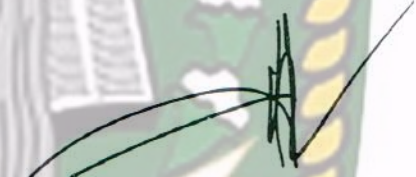
Name   : Nilam Sari

Index Number   : 156310504

Study Program   : English Language Education

Faculty   : Teachers Training and Education

Head Advisor   Head of English Study Program

Dra. Betty Sailun, M.Ed   **Miranti Eka Putri, S.Pd.,M.Ed**

NIDN. 0027046002   NPK. 091102367

                                               NIDN. 1005068201

This thesis has been accepted to be one of the requirements for award of Sarjana Degree of Education in Universitas Islam Riau.

Pekanbaru, May 2019

Vice Dean of Academic

Dr. Sri Amnah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

THESIS GUIDENCE AGENDA

It has been done Thesis Guidance Agenda to:

Name   : Nilam Sari

Index Number   : 156310504

Study Program   : English Language Education

Faculty   : Teachers Training and Education

Head Master   : Dra. Betty Sailun, M.Ed

Title   : The Effect of Using Mind Mapping Strategy towards Students' Speaking Skill of Second year Students at SMA YLPI Pekanbaru

NO	Date	Guidance Agenda	Signature
1	November, 26th 2018	Constructing the title and reason	
2	November, 28th 2018	Determining the formulation and background	
3	November, 30th 2018	Add some theories	
4	December, 7th 2018	Checked all chapters	
5	December, 13th 2018	Acc Proposal	
6	March, 13th 2019	Take the data	
7	May, 13th 2019	Analyzing the row data	
8	May, 20th 2019	Check all chapters	
9	May, 21st 2019	Allowed to joint thesis examination	

Pekanbaru,   May 2019

Vice Dean of Academic

Dr. Sri Amnah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

LETTER OF NOTICE

Were here by the thesis sponsor explained that student who is below:

Name   : Nilam Sari

Index Number   : 156310504

Study Program   : English Language Education

Faculty   : Teachers Training and Education

Has been completely written a thesis which entitled:

The Effect of Using Mind Mapping Strategy towards Students' Speaking Skill of Second year Students at SMA YLPI Pekanbaru.

It is ready to be examined. This letter is made to be as it is needed.

Pekanbaru,   May 2019

Head Advisor

Dra. Betty Sailun, M.Ed

NIDN. 0027046002

THESIS

THE EFFECT OF USING MIND MAPPING STRATEGY TOWARDS STUDENTS' SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT SMA YLPI PEKANBARU
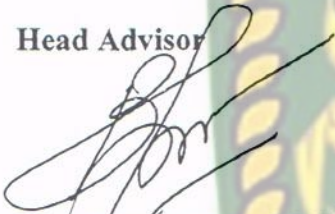
Name   : Nilam Sari

Index Number   : 156310504

Study Program : English Language Program

Faculty   : Teachers Training Education

THE CANDIDATE HAS BEEN EXAMINED

MONDAY, 27th OF MAY 2019

THE EXAMINERS COMMITTEE

Head Advisor

Examiners

Dra. Betty Sailun, M.Ed

NIDN. 0027046002

Prof. Dr. Seno Himala Putra, M.Pd

NIDN. 1025086701

Arimuliani Ahmad, S.Pd., M.Pd

NIDN. 1023078901

The thesis has been approved to be one of requirements for the award as Sarjana Degree in English Study Program, Faculty of Teachers Training and Education in Universitas Islam Riau.

Pekanbaru, May 2019

Vice Dean of Academic

Dr. Sri Amnah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

DECLARATION LETTER

Name   : Nilam Sari

Index Number   : 156310504

Faculty   : Teachers Training and Education

Study Program   : English Language Education

I admit that thesis is belonged in my own ideas, except some questions (directly or indirectly) which was adopted or taken from various sources included in the "references". Scientifically, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, May 2019

The researcher

Nilam Sari

156310504

i

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : ₂ₙ /FKIP-UIR/Kpts/2019

Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU

Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
   a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
   b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
   c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
   d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
   e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1 Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No	Nama	Pangkat / Golongan	Pembimbing
1.	Dra. Betty Sailun, M.Ed	Penata Tk.1 / IIId Lektor	Pembimbing Utama

Nama Mahasiswa	:	NILAM SARI
NIM	:	15 631 0504
Program Study	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	"The Effect of Using Mind Mapping Strategy Towards Students' Speaking Skill of the Second Year Students at SMA YLPI Pekanbaru."

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku diUniversitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Tanggal : 19 Februari 2019
Dekan,

Drs.Alzaber,.M.Si
NIP.19591204 198610 100 i
Sertifikasi 11110100600810
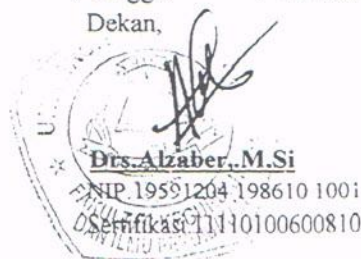
Tembusan disampaikan kepada :
1. Yth.Rektor UIR Pekanbaru
2. Yth.Kepala Biro Keuangan UIR Pekanbaru
3. Yth.Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru
4. Pertinggal..

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
اَلْجَامِعَةُ الْاِسْلَامِيَّةُ الرِّيَوِيَّةُ

Pekanbaru, 19 Februari 2019

Nomor : 242 /E-UIR/27-FKIP/2019
Hal   : *Izin Riset*

Kepada Yth. Bapak Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau
Di

      Pekanbaru

Assalamu' alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu
Pendidikan Universitas Islam Riau:

Nama   : **NILAM SARI**
Nomor Pokok Mhs   : 15 631 0504
Fakultas   : Keguruan Ilmu Pendidikan Universitas Islam Riau
Program Studi   : Pendidikan Bahasa Inggris
Jenjang Pendidikan   : Strata Satu (S.1)

Untuk meminta izin melakukan penelitian dengan judul **"The Effect of Using Mind Mapping
Strategy Towards Students' Speaking Skill of the second Year Students at SMA YLPI
Pekanbaru."**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan Rekomendasi
izin kepada mahasiswa yang bersangkutan.

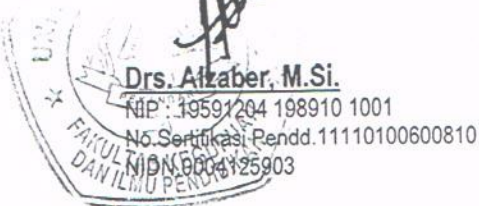Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam,
Dekan,

Drs. Alzaber, M.Si.
NIP : 19591204 198910 1001
No.Sertifikasi Pendd.11110100600810
NIDN.0004125903

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 P E K A N B A R U
Email : dpmptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/18943
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : /E-UIR/27-FKIP/2019 Tanggal 21 Februari 2019**, dengan ini memberikan rekomendasi kepada:

1.	Nama	:	Nilam Sari
2.	NIM / KTP	:	156310504
3.	Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4.	Jenjang	:	S1
5.	Alamat	:	JL.KARYA BERSAMA
6.	Judul Penelitian	:	**The Effect of Using Mind Mapping Strategy Towards Students' Speaking Skill of the second Year Students at SMA YLPI Pekanbaru**
7.	Lokasi Penelitian	:	SMA YLPI PEKANBARU

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 21 Februari 2019

Ditandatangani Secara Elektronik Oleh:
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
P E K A N B A R U

Pekanbaru, 28 FEB 2019

No : 800/Disdik/1.3/2019/3578
Sifat : Biasa
Lampiran :
Hal : **Riset / Penelitian**

Kepada
Yth. Kepala SMA YLPI Pekanbaru
di-

Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/18943 Tanggal 21 Februari 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **NILAM SARI**
NIM : 156310504
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JL. KARYA BERSAMA
Judul Penelitian : THE EFFECT OF USING MIND MAPPING STRATEGY TOWERDS STUDENT'S SPEAKING SKILL OF THE SECOND YEAR STUEDENTS AT SMA YLPI PEKANBARU

Lokasi Penelitian : SMA YLPI PEKANBARU

Izin Riset / Penelitian diberikan dengan ketentuan :
1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.

2. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

AHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Keguruan dan Ilmu Pendidikan UIR

YAYASAN LEMBAGA PENDIDIKAN ISLAM RIAU
SEKOLAH MENENGAH ATAS
(SMA - YLPI PEKANBARU)
IZIN OPERASIONAL KANWIL DEPDIKBUD PROP. RIAU
TANGGAL, 5 MARET 1984 NO. 02375/109.2b/13-84
AKREDITASI : A
NOMOR : 581/BAP-SM/KP.09/X/2016 TANGGAL 26 OKTOBER 2016

NSS : 304096007042
NDS : 106084002

ALAMAT : JLN. KAHARUDDIN NST KM. 11 P. MARPOYAN KOTA PEKANBARU TELP. (0761) 71861

SURAT KETERANGAN

Nomor : 094/109.2/SMA-YLPI/III/2019

Yang bertanda tangan dibawah ini, Kepala SMA-YLPI Pekanbaru dengan ini menerangkan bahwa :

N a m a : NILAM SARI
N I M : 156310504
Program Studi : PENDIDIKAN BAHASA INGGRIS
J e n j a n g : S1
Judul Penelitian : THE EFFECT OF USING MIND MAPPING STRATEGY TOWERDS STUDENT'S SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT SMA YLPI PEKANBARU

Benar telah selesai melakukan/ Riset/ Penelitian di SMA-YLPI Pekanbaru.

Demikianlah Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Pekanbaru,
KEPALA SEKOLAH,

AHYARNI, S. Ag
NIP. 19611022 198703 2009

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Kaharuddin Nasition No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Nilam Sari
NIM	:	15 631 0504
Hari Tanggal Seminar	:	Senin/ 28 Januari 2019
Pembimbing Utama	:	Dra. Betty Sailun, M.Ed.

Judul Proposal Penelitian

The Effect of Using Mind Mapping Strategy Towards Students' Speaking Ability of the Second Year Students at SMA YLPI Pekanbaru

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	Disetujui/Direvisi/ dirubah judul baru

The effect of Using Mind Mapping Strategy Towards students' speaking skill of the second year students at SMA YLPI Pekanbaru.

2. Identifikasi Masalah	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
3. Perumusan Masalah	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
4. Tujuan Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
5. Teori Utama dan Teori Pendukung	:	~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~
6. Hipotesis Penelitian (jika ada)	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
8. Metode dan Disain Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
9. Variabel Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
10. Instrumen Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
11. Prosedur Penelitian	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
12. Teknik Pengambilan Data	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
13. Teknik Pengolahan Data	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
14. Teknik Analisis Data	:	Jelas/ ~~Kurang Jelas~~/ ~~Dirubah~~
15. Daftar Rujukan / Pustaka	:	~~Relevan~~/ ~~Kurang Relevan~~/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Dra. Betty Sailun, M.Ed.	Ketua/ Pembimbing Utama	1.
Prof. Dr. Seno Himala Putra, M.Pd.	Anggota	2.
Arimuliani Ahmad, S.Pd., M.Pd.	Anggota	3.

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor

Pekanbaru, ... 2019
Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah, S.Pd., M.Si
NPK. 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
Penata. IIIc / Lektor

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
اَلْجَامِعَةُ الْاِسْلَامِيَّةُ الرِّيوِيَّةُ

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 27 bulan Mei Tahun 2019 Nomor : *сs8* /Kpts/2019, maka pada hari Senin Tanggal 27 bulan Mei tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

1. Nama : Nilam Sari
2. Nomor Pokok Mhs : 15 631 0504
3. Program Study : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Effect of Using Mind Mapping Strategy Towards Students' Speaking Skill of Second Year Students at SMA YLPI Pekanbaru

5. Tanggal Ujian : 27 Mei 2019
6. Tempat Ujian : Ruang Sidang FKIP – UIR
7. Nilai Ujian Skripsi : 84,8 (A –)
8. Prediket Kelulusan : _____

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua

(Dra. Betty Sailun, M.Ed.)

Dosen Penguji :

1. Dra. Betty Sailun, M.Ed. ( )
2. Prof. Dr. Seno Himala Putra, M.Pd. ( )
3. Arimuliani Ahmad, S.Pd., M.Pd. ( )

Pekanbaru, 27 Mei 2019
Dekan

Drs. Alzaber, M.Si
NIP. 19591204.1989101001
NIDN : 0004125903

UNIVERSITAS ISLAM RIAU

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau. 28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama	: NILAM SARI
Tempat/Tgl.Lahir	: JAKE / 29 September 1996
NPM	: 156310504
Fakultas	: Fakultas Keguruan Dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA *INDONESIAN LANGUAGE*	A-	3.67	2	7.34
IG13002	BASIC ENGLISH GRAMMAR *BASIC ENGLISH GRAMMAR*	A	4	3	12
IG3004	BASIC READING *BASIC READING*	A	4	3	12
IG13005	INTERPRETATIVE LISTENING *INTERPRETATIVE LISTENING*	B+	3.33	3	9.99
FK12001	LANDASAN PENDIDIKAN *INTRODUCTION OF EDUCATION*	A	4	2	8
BS12001	PENDIDIKAN AGAMA ISLAM *ISLAMIC EDUCATION*	A	4	2	8
MKU601102B	PENDIDIKAN PANCASILA *PANCASILA EDUCATION*	B+	3.33	2	6.66
IG13001	PRONOUNCIATION PRACTICE *PRONUNCIATION PRACTICE*	B+	3.33	3	9.99
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION *SPEAKING FOR EVERYDAY COMMUNICATION*	B+	3.33	3	9.99
IG23010	ACADEMIC LISTENING *ACADEMIC LISTENING*	B+	3.33	3	9.99
BS22002	AL ISLAM 1 (FIKIH IBADAH) *AL ISLAM 1 (FIQIH IBADAH)*	A-	3.67	2	7.34
IG23012	BELAJAR DAN PEMBELAJARAN *TEACHING AND LEARNING ENGLISH*	A	4	3	12
IG22009	EXTENSIVE READING *EXTENSIVE READING*	A-	3.67	2	7.34
BS22004	ILMU KEALAMAN *NATURAL SCIENCES*	A-	3.67	2	7.34
IG23007	INTERMEDIATE GRAMMAR *INTERMEDIATE GRAMMAR*	A-	3.67	3	11.01
IG23006	PARAGRAPH WRITING *PARAGRAPH WRITING*	B+	3.33	3	9.99
BS12008	PENDIDIKAN KEWARGANEGARAAN *CITIZENSHIP*	B+	3.33	2	6.66
IG22008	SPEAKING FOR GROUP ACTIVITIES *SPEAKING FOR GROUP ACTIVITIES*	C+	2.33	2	4.66
IG22011	VOCABULARY IN CONTEXT *VOCABULARY IN CONTEXT*	C	2	2	4
IG33016	ACADEMIC READING *ACADEMIC READING*	A	4	3	12
IG33013	ADVANCED GRAMMAR *ADVANCED GRAMMAR*	A	4	3	12

BS32005	AL ISLAM 2 (FIKIH MU`AMALAT) *AL ISLAM 2 (FIKIH MU'AMALAT)*	A	4	2	8
IG32018	ENGLISH PHONETICS AND PHONOLOGY *ENGLISH PHONETICS AND PHONOLOGY*	A	4	2	8
IG23012	ESSAY WRITTING *ESSAY WRITTING*	A	4	3	12
IG32018	INTRODUCTION TO JOURNALISM *INTRODUCTION TO JOURNALISM*	A	4	2	8
IG32017	INTRODUCTION TO LINGUISTICS *INTRODUCTION TO LINGUISTICS*	A	4	2	8
BS32006	KURIKULUM DAN PEMBELAJARAN *CURRICULUM AND LEARNING*	A	4	2	8
IG32019	SECOND LANGUAGE ACQUISTION *SECOND LANGUAGE ACQUISTION*	B+	3.33	2	6.66
IG33014	SPEAKING FOR FORMAL SETTING *SPEAKING FOR FORMAL SETTING*	A	4	3	12
IG43023	ACADEMIC WRITING *ACADEMIC WRITING*	A	4	3	12
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) *AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)*	A-	3.67	2	7.34
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING *ASSESMENT IN ENGLISH LANGUAGE TEACHING*	A	4	2	8
IG42031	BUSINESS CORRESPONDENCE *BUSINESS CORRESPONDENCE*	B	3	2	6
IG42025	CROSS CULTURAL UNDERSTANDING *CROSS CULTURAL UNDERSTANDING*	B+	3.33	2	6.66
IG42024	ENGLISH MORPHOLOGY *ENGLISH MORPHOLOGY*	B+	3.33	2	6.66
IG42026	ENGLISH SYNTAX *ENGLISH SYNTAX*	B	3	2	6
BS42010	ETIKA DAN PROFESI PENDIDIKAN *ETIC AND EDUCATIONAL PROFESSION*	A	4	2	8
IG42028	NEWS AND REPORT WRITING *NEWS AND REPORT WRITING*	A	4	2	8
BS42009	PENGELOLAAN PENDIDIKAN *MANAGEMENT OF EDUCATION*	B+	3.33	2	6.66
FK42008	PSIKOLOGI PENDIDIKAN *EDUCATIONAL PSYCHOLOGY*	A-	3.67	2	7.34
IG52035	DISCOURSE ANALYSIS *DISCOURSE ANALYSIS*	B+	3.33	2	6.66
IG52037	EDITING *EDITING*	A	4	2	8
IG52033	ENGL.FOR YOUNG LEARNERS *ENGL.FOR YOUNG LEARNERS*	A	4	2	8
IG52040	ENGLISH FOR OFFICE *ENGLISH FOR OFFICE*	A	4	2	8
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG *EVALUATION AND LEARNING ACHIEVEMENT*	A-	3.67	3	11.01
BS52011	FILSAFAT PENDIDIKAN ISLAM *PHILOSOPHY OF ISLAMIC EDUCATION*	B	3	2	6
IG52032	INTRODUCTION TO LITERATURE *INTRODUCTION TO LITERATURE*	A-	3.67	2	7.34
IG52036	LINGUISTICS AND LITERARY RESEARCH *LINGUISTICS AND LITERARY RESEARCH*	B-	2.67	2	5.34
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG *TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION*	A	4	2	8
IG52034	SEMANTICS *SEMANTICS*	B+	3.33	2	6.66

Kode	Mata Kuliah	Nilai	Bobot	SKS	Mutu
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG *STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH*	A-	3.67	3	11.01
BS62014	BIMBINGAN DAN KONSELING *GUIDANCE AND COUNSELING*	A-	3.67	2	7.34
IG62045	ENGLISH FOR SPECIFIC PURPOSE *ENGLISH FOR SPECIFIC PURPOSE*	A-	3.67	2	7.34
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN *ENTREPRENEURSHIP EDUCATION*	A	4	2	8
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS *RESEARCH ON LANGUAGE TEACHING*	A-	3.67	3	11.01
IG62046	PSYCHOLINGUISTICS *PSYCHOLINGUISTICS*	A-	3.67	2	7.34
IG62048	SOCIOLINGNISTICS *SOCIOLINGUISTICS*	A	4	2	8
FK63012	STATISTIK PENDIDIKAN *EDUCATIONAL STATISTICS*	B+	3.33	3	9.99
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) *TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)*	A	4	2	8
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS *THEORY AND PRACTICE MICRO TEACHING OF EDUCATION*	A	4	3	12
IG63047	TRANSLATION *TRANSLATION*	A-	3.67	3	11.01
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) *EDUCATION FIELD AND PRACTICE*	A	4	4	16
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS *SEMINAR OF ENGLISH EDUCATION*	A	4	2	8
BS86016	THESIS *THESIS*	A-	3.75	6	22.5
		Jumlah		154	564.17
		IPK		3.66	

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ABSTRACT

Artika Resti. 2019. **An Analysis of Grammatical Errors on Students' Writing Narrative Text of Second Grade Students at SMAN 2 XIII KOTO KAMPAR.** *Skripsi. Pekanbaru: Pendidikan Bahasa Inggris. Keguruan dan Ilmu Pendidikan.*

Kata kunci: Menulis, Tata Bahasa, Kesalahan

Mengingat pentingnya kesalahan tata bahasa dalam proses penulisan, penelitian ini bertujuan untuk menggambarkan kesalahan tata bahasa yang terjadi dalam lembar kerja siswa siswa kelas dua di SMAN 2 XIII KOTO KAMPAR. Peneliti menganalisis data menggunakan teori Dulay et al. Penelitian ini dilakukan dengan Metode Kualitatif untuk menggambarkan Grammatical Error dalam teks naratif. Sampel adalah 20 siswa siswa kelas dua di SMAN 2 XIII KOTO KAMPAR. Instrumen yang digunakan dalam penelitian ini adalah dokumentasi lembar kerja siswa menulis teks naratif. Berdasarkan analisis kesalahan tata bahasa, empat jenis kesalahan ditemukan. Keempat kesalahan ini adalah sebagai berikut. Kesalahan penentuan oksi ditemukan 32, kesalahan penambahan terjadi 2, kesalahan salah formasi dilakukan 37 dan kesalahan misordering ditemukan 3. Frekuensi kesalahan yang paling tinggi adalah ommision dan misformation, dan frekuensi terendah adalah penambahan dan misordering. Itu karena siswa masih mengalami kesulitan dalam mempelajari struktur tata bahasa dalam proses menulis.

CHAPTER I

INTRODUCTION

1.1   Background of the Problem

As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, technology, etc. realizing the importance of English as spoken and written international communication, the ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School. In English there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills.

English is important subject to teach, especially for second languange (SL) and foreign language (FL). In Indonesia English as foreign languange, the students in Indonesia have difficulties to learn English. Students should study hard in understand the translating of vocabulary and also understanding about grammatical rules. The students should understand about the tenses in grammar. As it's known they many kinds of tenses; present tense, present continous tense, past tense, past continous tense, simple future tense, present perfect tense, future continous tense, present perfect continous tense, past perfect continous tense, future perfect tense, future perfect

continous tense, future past continous tense, future past perfect tense, future perfect continous tense.

Writing is one of four skills in English that students should be mastered to learn writing skill. Students should understand what writing itself, writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). What students want write should have something meaning to convey. Good writing skills take big part to determine in the success, whether it writing a report, or assignment in school.

According to curriculum 2013 of second grade at senior high school which taught in SMAN 2 XIII KOTO KAMPAR. Based on the syllabus there are several texts that learned by students such as; analytical exposition, explanation text and narrative text.

In reality, the students still have problems in writing a good text in English. The students get difficulties in writing, such as organization, vocabulary, speliling and punctuation, supporting ideas, capitalization, and grammar. The students score in writing are still low. Only some students get good score. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make

mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. The third is the technique that used by teacher do not support the students motivation to write the paragraph. And the last most of the students still do not understand or mastered about tenses.

Grammar is important because it makes possible for us to talk about language. Grammar is rule of language, the type of words and word groups that make up sentences not only in English but in any languages. Grammar can be part of literature discussions, when students closely read the sentences in poetry and stories. Knowing about grammar means finding out that all languages and all dialects follow grammatical patterns. In narrative text the tenses used is simple past tense where in this tense students have to change the verb from to infinitive (V1) into past participle (V2) in the affirmative sentence. 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 they only added with ed. For example: "They *knowed* that anything dangerous can happen any time in the forest." It should be "they *knew* that anything dangerous can happen any time in the forest." In this sentence student made error in changing the past tense of know. Some students also made errors in singular and plural form. They knew that in plural form students only put s after noun. Such as in this

sentence "I have two *foots*". It should be "I have two *feet*". In this sentence student made error in forming the plural of foot.

From the examples above most of students still generalize the forms in using simple past tense and in plural form. It happened because of some factors. It could be the negatives transfer from their mother tongue. They applied Indonesian grammar rules in their writing.

Grammatical errors is a term used in perspective grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage errors. Compare grammatical error with correctness. Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation. Interestingly, many people tend the view usage errors primarily as gaffes or potential sources of embarrassment, not as impediments to effective communication. Norrish (1987) explain error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. According to an ad for an "amazing book" on usage, "Mistake in English can cause you embarrassment, hold you back socially and on the job. It can make you look awkward and hide your true intellect." (Note that in the second sentence the singular pronoun it has no clear referent. Many English teachers would regard this as a grammatical error-specially, a case of faulty pronoun reference.)

However, the students consider that the value of studying grammar is not exactly identifying what kind of grammar it is, but by understand how a language

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works, the students get more control on the way words are put together into sentences, and then into paragraphs, helping the students become more competent writers. The students consider that paragraph consist of many sentences in a whole unity sense, which neatly arranged. Consist of a small unit, a words which has distinctive meaning, arranged by more than a words become a sentence.

In narrative text is focused in the use of simple past tense to retell the story in the past. Most of the students are getting difficult in choosing the verb to write, so they got much mistakes, for instance writing narrative text the students had difficulties in choosing the right form verb for the past events. The some factors the students got the difficulties in writing the narrative text using simple past tense is students translated their ideas in Indonesian sentences word by word into English sentences and it often need their sentences read unusual and wrong in English way. The other factor is the students knowledge, Problably the students did not know the correct changing form of verb tense the students wrote in their writing and the students were confused to put to be in the non verbal or verbal sentence what the students wrote. It could be caused by the interference of the students first language or their dificiency competence that reflected on how much the students had learn the grammatical rules of the target language.

1.2 Identification of the Problem

Most of students in Senior High School cannot differentiate the verb changing and the tenses because of incomplete learning or students difficulties in comprehend the materials during the learning process. The students tend to generalize the verb changing in using the simple past tense in writing narrative text. The students tend to apply Indonesian grammar rule in using the simple past in English in their writing narrative text.

1.3 Focus of the Problem

The researcher analyzed any grammatical errors of students' narrative text writing. The researcher just concerned in analyzing one aspect that is tenses (simple past tense).

1.4 Research Questions

Based on the title that researcher have, the researcher make the formulation of the problem in this research is:

1. What grammatical errors are found in students' writing narrative text?

2. What is the most common error made by the second grade students at SMAN 2 XIII KOTO KAMPAR?

1.5 Objective of the Research

Based on the research question above, the general objective of the study are to figure out what problem is faced by students in narrative text and to find out what grammatical errors made by second grade of SMAN 2 XIII KOTO KAMPAR in writing narrative text.

1.6 Significance of the Research

The result of this research was expected will give some contribution for some aspect below:

1. For English teachers the result of this study is to help them in teaching learning activities and it is also gives solution for them how to analyze students" errors in writing in order to give good feedback for the students.

2. For the students, it is important for them to be more careful in writing because writing is not only put the ideas on paper but also have to pay attention more in grammatically, so that the students are able to write well.

3. For the researcher, it can be something to be searched and to find the solution, strategy or method for the students in order to decrease the errors.

4. And the last for school, it gives more information about the students" background in their school why they did the errors then it can follow up this problem.

1.7 Definition of the Key Term

In order to prevent misunderstanding and misinterpretation in reading this paper, the writer gave some references as follow:

1. Analysis

    Analysis is a process which leads to an objective, verifiable description whereas evaluation involves the making of judgments. McGrath cited by Anjaneyulu (2014).

2. Grammar

    James E. Purpura (2004: 6) defines Grammar is a systematic way which involved set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

 3. Grammartical Error

    According to Burt and Kiparsky (1974), grammatical error is an error which is deviation to the grammatical rules that may make writing become not good.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter explain the definition based on the researcher's tittle that is about the nature of writing, the purpose of writing, teaching writing in senior high school, the writing problem, grammar, tenses, error annalysis, definition of error, type of error, source of error, and definition of naarative text. To explain all of those, the researcher used some theories.

2.1.1 The Nature of Writing

Writing is one of skill of language that should be master in using language. According to Banat (2007:148) there are four skills that useful for helping the students communicate and comprehend the part of language. Writing is a form of communication where the writer has normally someone other than himself or herself to whom he or she intends to communicate. According to Nunan (2003) writing is how to communicate into statement and paragraphs that will be comprehensible to a reader.

In addition, when the writers cannot convey the message from their writing, then there will be no communication. Based on the statement above, it can be concluded that writing is a system of human communication which represents symbol can share our idea, feeling, or anything than exist in our mind and make sure the reader

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comprehensive the meaning of written. Writing demands students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

Actually, there are two macro skills of the language namely Speaking and Writing. To be specific, writing skill include productive of language. It has important role in teaching English. In writing, the students able to explore their idea and thought into visible as written product. According to Harmer describes writing as a process in foreign language that should be undergone over different stages including the drafting stage, the editing stage, the planning stage and the final draft. So, the learners ask to know the stages of writing to establish well written.

In other word, writing is an activity which should be done with communicative to reader effectively. These simply way that writing became difficult skill which needs to be practiced at the time. In here, the writing is not a natural acquired skill. Because of that the writing need more practices to produce the good writing.

According to Hyland (2003) the conceptual of second language writing by recognizing on formal texts unit or grammatical features and linguistic skill of texts. In this view, the learning to write the foreign language need some aspects of writing. It skill described more attention for this learning and teaching of second language for very early phase of language education.

However, the writing becomes complicated process in learning. But, according to Harmer (2004) states the organization problems in writing are more complicated than organization problem in speaking. So, the writing is high demand process which involved the developments of idea and information through in choosing the right word to avoid the ambiguity in the written meaning. According to Zemach (2006 : 4) writing is an essential part of communication particularly in secondary school and university. Students still recognized that writing is difficult skill in both first or second language because in writing students find challenging to find their idea which depend on the culture for organizing academic writing.

In conclusion, to find out the good topic in writing activity, the students should choose the appropriate topic Therefore, the students do not choose the broad and narrow topic. Besides, they have careful choice of vocabulary and understand grammatical pattern and to be able to write sentence structures that is appropriate to the subject matter.

2.1.2 The Purposes of Writing

The students have some purposes in writing. According to Shouman (2002 :1) The students get opportunity to be adventurous with the language, to take the risk and to go further of what is learned to talk about" . However, the teacher of English writing also founds some difficulties to produce fairly coherent, accurate, meaningful, and proper composition in writing.

So the students become familiar with the structure of writing. It emphasized in assignment at university because writing is an essential tool for communication in the working world, these assignments will help students to develop their critical thinking and writing skills that will be important even after graduation. In other hand, through writing the student can to develop the language skills in term of fluency, accuracy, and appropriateness in the communication of meaning and messages (Nik et.al. 2010:8).

2.1.3 Teaching Writing in Senior High School

Writing is one of the language skills that must be mastered by students. The students are expected to be able to express their ideas, opinions, feelings and emotion well in writing a text. Their writing should be understood by readers, the writer must think first about the topic, try to know the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, additing, revising and rearranging the words or the sentences that have been written. So that, in writing a text students must think first about what they want to write and they have to know the best words they wants to make a draft first. Then the students have to choose the topic that they want and their interest of. Its help them to be a good writer.

Based on the explanation above, there are many problems faced by students in developing writing skill especially in writing narrative text. Students think that writing is a boring activity. They have problems in developing ideas into good writing and they also have problem in grammar. They cannot write a sentence into a good order, and then teachers do not unsderstand their writing. The other factor is teachers factor. The

teachers do not give variation in teaching English especially in teaching writing narrative. The teacher just teach writing narrative text by using textbook and do the exercises in that book. So, students do not understand about the subject and not interested in studying.

According to steve garaham (2008:2) there are seven recommedations for teaching writing. First, dedicate time to writing, with writing occuring across the curriculum, and involve students in various forms of writing over time. Second, increase students konwledge about writing. Third, foster students interest, enjoyment, and motivation to write. Then, help students becomestrategic writers. After that, teach basic writing skills to mastery. And also take advantage of technological writing tools. And last, use assessment to gauge students progress and needs.

In order to teach writing more interestingly, teachers need variations in teaching writing and use new methods in teaching. If teachers use different way in teaching, students will be interested in studying. Teachers must also consider the characteristics of the students, which directly related to learning process. If the teachers knows the characteristic of their students, she/he can give the appropriate ways. In teaching and learning process of writing, teacher has important roles. John in Karolina (2006) state that, "Teachers role is to help student to develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting (encouraging multiple draft of reading), for revising (adding,

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deleting, modifying, and rearranging ideas) and for editing (attending to vocabulary, sentence, structure, grammar and mechanics)."

So, in writing class, a teacher should give a clear instruction to the students and help leaners in order to make an effective writing. In teaching writing, the teacher should consider the efective strategy which is interestingan appropriate for the studentd in order ti improve their writing ability. Inquiry training modelsstrategy is one of the strategy is one of the strategies to increase the students ability in writing.

2.1.4 The Writing Problems

Alsamadani (2010 : 53) describe the complexity of writing occurs from the fact that writing includes discovering a thesis, developing support for it, organizing, revising, and finally editing it to ensure an effective, error-free piece of writing" ensure an effective, error-free piece of writing". However Musa (2010 : 67) said the difficulties in writing included several components such as : comprehensive command of grammar, grasp on spellings and punctuation, use of appropriate vocabulary, suitable style meet the expected readers, and organization skills.

Similarly, according to Hedge (1988: 5) thinks in the writing, the writer should compensate the feature of writing including high degree of organization, careful choice of vocabulary and using complex grammatical devices. In other hand, The writing problem also depends on the belief from the students itself because the writing focused on the conception of writing between their belief and learning outcomes (Grami:2010).

In fact, the students found some of problems in writing that make the students are lazy to explore their ideas.

Moreover, the students obtain less motivation in writing. Sometime the students consider that writing are bored activity. It is insufficient reason because some of students also get the linguistic problem (including command over, syntax, and vocabulary), writing anxiety, and less of reading the written.

The students encountered different problems during their writing composition. Based on the expert argument, the researcher conclude some of students obstacles in writing including:

1. Organization

According to Kharma (1986), the students have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. It is really important part of effective writing is logical organization. The students should follow the organization of writing such as introduction, body, and conclusion of paragraph. Students can pour their argument in writing the topic sentence, supporting details, and concluding line in writing. The students should explain the idea based on the point from the topic. And the point should be logical. The students also focused get less understanding about the techniques in writing. Organization is one of aspect in writing test on how the students understand the coherence and clear in delivering the ideas. So the students learn how to tell in good pattern on their writing.

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2. Vocabulary

Vocabulary is the important elements in students writing. It can have great impact on students writing ability. In here, the students have limited vocabulary and struggled to express their ideas which make the students get problems in choosing the correct word in students writing. Sometime the students do not know how to choice the appropriate word into sentences. In addition, the learners are expected have a positive attitude toward learning a new vocabulary. Because vocabulary serves a key the requirement in exploring the idea.

3. Mechanic (Spelling and Punctuation)

Spelling and punctuation are two commonly shared writing difficulties among students. Writing difficulties of relevance to spelling mainly include the misspelling of words which are a result of the irregularities of the English spelling system (Bancha, 2013). Sometimes the students write incorrect spelling in the sentences. So, the students should memorize some of the spelling of words to make the sentences. And they should selecting the appropriate spelling into arrange the sentences. Because, when they create the sentences by using wrong spelling, it will be influenced in the meaning of sentences. Moreover, the punctuation problem. Punctuation that misleads the reader can actually interfere with communication. The students should focus with the punctuation used on their writing.

4. Supporting ideas

The first step of writing is to choose a topic sentence which is the controlling idea. It is soul of writing. In here, the students get obstacles to explore the ideas or content problem become common problem in writing. The students also do not know how to connect the idea in the well paragraph. The limitation on creativity and idea frustration made the students to be difficult to support their ideas or topic that has been made. Commonly, the students or a second language also face some of problem in exploring ideas and thought to communicate with other in writing form . One of causes this problem is lack of reading. The students do not have good habit in reading. Because reading can remove the students writing. According to Peha (2003:5) the hardest part in writing is finding the appropriate topic. Because the students need the high creativity and skillful in organizing idea. Besides of that, the students used critical consideration to persuade the reader interesting with the topic being discussed in writing. The students also should focus on the messages, idea or thoughts and regard with grammar, spelling, punctuation, vocabulary, and mechanic of writing.

5. Capitalization

Capitalization is the writing of a word with it is first letter in uppercase and the remaining letters in lowercase. Sometimes, the students get the problem in using proper capitalization. They get obstacles to classify the capitalization to construct the sentences in writing. In addition, sometimes the students forget In the using capitalization.

In conclude, the researcher found some of obstacles in students writing. Including: irrelevant idea, lack of grammatical, limited vocabulary, poor in organization, misspelling of word, incorrect punctuation and capitalization. This is the essential elements in writing because that element needed to produce good writing. They will able to express the ideas based on those elements in good order because they know the utterance which is used in writing. In here, the researcher hopes the students recognize some of their difficulties and can improve their writing quality through several ways. There are:

1) The students should practice their writing at the time because if the students more practice, the easier it becomes.

2) The students have the reading habits although from others written particularly in English written. It helps the students fluency in English. While, if the student get the obstacle in vocabulary such as unfamiliar word, the students opens their dictionary to enrich the students vocabulary,

3) The students know about the basic rules in writing English Language.

4) The students understand what they will explain before write a document in the written form.

5) The students have avoidance of misspelling

6. Grammar

Grammar is the way to make sense of word because without grammar the meaning can be ambiguous when the trouble found with word. According Huddleston (2005) knowing the grammar of our native language is an enormous help for anyone embarking on the study of another language, even if it has rather different grammatical principles; the contrasts as well as the parallels aid understanding.

2.2 Grammar

According to David (2010:37) the grammar can building idea in sentences. Grammar is the way to make sense of word because without grammar the meaning can be ambiguous when the trouble found with word.

And, Penny Ur (2009:75) notes that "Grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning"

Based on the definition above, the learners have a number of problems in their attempts to write in the second language. The students get difficulties to construct the word in the well paragraph because the students should develop the sentences based on their knowledge of grammatical rule in the sentences. Logically, the students who have good grammar will write the good correct sentences into a paragraph in writing. Because they will implement their comprehension about grammar in their paragraph. By studying grammar, the students come to recognize the structure and regularity

which is the foundation of language. The students will implement their understanding about grammar in their paragraph.

Similarly, Sugeng and Bahri (2010 : 2) states that the students get obstacles on writing properly when the students have low understanding of the grammar.

In conclusion, grammar is a structure in linguistics that has functions to organize the sentence well and grammar must be learned by students who want to learn about the language. So that the sudents do not make the grammatical errors in writing.

2.3 Tenses

According to Suzanne Fleischman (1990:23) tenses have meaning definable independenly of particular context. Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended a particular time in the past. Use simple past tense to describe and narrate an event or situation that occured in the past and is over

2.3.1 Past Tenses

According to Betty (2006:2) past tense is at one particular time in the past, this happened it began and ended in the past. It means, the simple past tense is the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

On the other hand, same with the theory above Betty (2006:27) states and give an exampleof the simple past tense. The simple past indicates that an activity or situation began and ended at a particular time in the past.

Example:

1. I **walked** to school yesterday.
2. Tika **went** to a mall yesterday
3. I **bought** a new car three days ago

Based on the explanation above, in the simple past tense use the verb 2 when the write or speak about tell the story in the past. Meanwhile, Betty also give the other example of simple past tense:

1. Rita **stood** under a tree *when* it **began** to rain.
2. *When* Mrs. Chu **heard** a strange noise, the **got** up to investigate.
3. *When* I **dropped** my cup, the coffe spilled on my lap.

Based on the example above, it means if a sentence contain *when* and has the simple past in both clauses, the action in the *when* clause happens first.

In conclusion, the researcher only explain one part of the tenses that is simple past tense it means, the tenses use in narrative text is simple past tense to retell the story in the past.

2.4   Error Analysis

2.4.1   Definition of Error Analysis

According to Corder (1981:16) Error analysis is not applicable only to the language of second language learners. Morever, Brown (2000:218) state that error analysis is the fact that learners do make errors, and that these errors can be observed, analyze, and classified to reveal something of the system operating within the learner, led to a surge of study of learners.

On the other hand, Dulay, Burt and Krashen (1982) state that the analysis of errors is the method to analyze errors made by EFL and ESL learners when they learn a language. Moreover, James (1998) proposes that Error Analysis is the analysis of learners' errors by comparing what the learners have learned with what they lack. Another definition of Error Analysis given by Crystal (1999) is the study of language learners' language forms which deviate from those of the target language.

From all the statements above, the writer summarizes that error analysis is the process of analyzing and investigating students deviations of the language learning process in the second language.

2.4.2 Definition of Error

According to Corder (1981:1) error is a part of the systematic study of the learners language which is itself necessary to an understanding of the process of second language acquisition. Moreover, Dulay, Burt and Krashen define errors are the flawed

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side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

Meanwhile, Ellis (1997) says that errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. And also, Collins & Pinch (1993, Darden 1998, Allchin 2000a) state that error is common in scientific practice. It means that an error is something that can be seen it shows the learners ability.

On the other hand, according to Gass & Selinker, 2008 define error is a type of linguistic analysis that focuses on the errors learners make that is not viewed solely as a product of imperfect learning hence, they are not something for teachers to throw their hands up in the air about.

Concluding about the definitions above, it could be said error is something happen when the students unsuccessful in determining a new language or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it. They cannot correct that error by themselves.

2.4.3 Type of Error

In the second language acquisition, different typed of errors were defined. There are two major different types from the analysis of learners' oral and written performance.

1. **Intralingual/developmental error.**

According to Richards (1974), these errors are produced by the learners which reflect not the structure of the mother tongue, but overgeneralizations based on partial exposure to the target language. Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for example, "He can sings", "We are hope", "it is occurs". It's the example of errors intralingual/ development error, actually the correct is "we hope" without are, because not using the to be.

2. **Interlingual/transfer errors**

Selinkker (1974) referred the negative interference from the learner's first language habits. For example many EFL learners think in their first language and they used direct translation when they speak and write in L2.

Furthermore, Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005, p. 61), four categories type of error. Those categories are:

1. Addition.

This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a wellformed utterance. This error usually appears in the later stage of L2 acquisition, when the learner has already acquired some target language rule. There are three types of addition errors have been observed in the speech of both L1 and L2: double

markings, regularizations, and simple addition. Here is the example of error in double marking:

(1) Double marking

Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others. Example: He doesn"t knows my name.

(2) Regularization or overgeneralization

It is typically added to linguistic items, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in language. Example: the verb "eat" does not become "eated" but "ate".

(3) Simple addition

Errors are „grab bag" subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. There are not particular feature, which can characterize simple addition other than those not appear in a well-formed utterance. Example: "grab bag"

2. Omission.

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language

acquisition. Example: My sisters very pretty. (Correction: My sister is very pretty).

3. Misformation.

This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect. There are three types of misinformation, they are: regularization errors, archi-forms, and alternating forms.

    (1) Regularization errors

        It is characterized which learner fail to choose or to select a proper word form. Example: Singular-plural: gooses (geese).

    (2) Archi-forms

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

        Example: that dogs (those dogs).

    (3) Alternating forms

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

        Example: Those dog (those dogs) This cats (this cat).

4. Misordering.

Misordering is indicated by the incorrect placement of certain morphemes.

Example: She fights all the time her brother. (Correction: She fights her brother all the time)

Meanwhile, James (1998) suggested one category is added: Blends.

In addition, blends occurs when two or more morphemes that have the same function appear in a sentence. Example: The only one thing I want. (Correction: The only thing I want). In conclusion, all of the theory about type of error above the researcher conclude that so many type of errors that can be the students have the some error in their writing.

2.4.4 Source of Error

According to Brown (2000:223-227) there are four sources of errors, they are:

a. **Interlingual Transfer**

Interlingual transfer (from the native language), in this early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

For example: We heard English learners say "sheep" for "ship"

b. **Intralingual Transfer**

Intralingual transfer or intralingual interference-the negative transfer of items within the target language or put another way, the incorrect generalization of

rules within the target language-is a major factor in second language learning. The early stage of language learning is characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire part of the new system, more intralingual transfergeneralization within the target language is manifested. Negative intralingual transfer, or overgeneralization has already been illustrated in such utterances as "he goed".

c. **Context of Learning**

Context refers to the classroom with its teacher and its material in the case of school learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading from the teacher, faulty presentation of a structure or word in textbook.

d. **Communication of Strategies**

Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error.

On the other hand, Ellis mentions three sources of error which are known by error of omission, overgeneralization error and transfer error.

1) Error of Omission. For example, learners leave out the article 'a' and 'the' and leave the –s of plural nouns.

2) Overgeneralization Error. Learners overgeneralize forms that they find easy to learn and process. (The learner processes new language data in his mind and

procedures rules for its production, based on the evidence). For example, the use of 'eated' in place of 'ate'.

3) Transfer Error; reflect learners,, attempts to make use of their L1 knowledge.

Moreover, the sources of error occurrence according to Ancker (2000:1):

1. Interference from the native language

   The learner may assume that the target language and his native language are similar. Then, he will over generalize the rules of his native language and the target language.

2. An incomplete knowledge of the target language

   Because of the incomplete knowledge, the learner may make guesses. When he has something that he doesn't know, he may guess what it should be there. Lengo cited in Yulianti (2007), added that foreign language learners commit errors largely because of the paucity of their knowledge of the target language whereas deviant forms produced by native speakers are dismissed as slips of the tongue or slips of the pen.

3. The complexity of the target language

   Certain aspects in English are difficult for some learners, it may be caused the rules of their native language are quite different from English and even more complex than their native language.

The writer summarizes what some experts have explained above. As a whole, there are three main sources of errors. First, error happens because the influence of the students mother language that is called interlingual. Second, error happens because the target language itself that is called intralingual. Third, error happens because the influence of the students have the difficulties differenciate the source language to target language when their write the text.

2.4.5 Definition of Mistake

According to Bartram and Walton (1991) mistake is wrong language which a native speaker would not usually produce, that is, something that only learners of the language produce. Meanwhile, Yuksel (2007) state that mistake is not a result of deficiency in competence.

Moreover, Brown (1993) define that mistake is a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly. Slip is caused by processing problems or carelessness. The learner could auto-correct them 'if pointed out' and 'if given a chance'.

In conclusion, mistake is getting it wrong but knowing how to put it right. The students know their errors when the teacher asks them.

The example of students mistake such use of the wrong tense:

1. Using the tenses after **did** instead of the infinitive without **to.**

To ask question don't say did you went to school yesterday? But, say '**did you go** to school yesterday?. And also to make negatives don't say I did not went to school yesterday. But, it should be I **did** not **go** to school yesterday.

2.4.6 The Difference between Mistake and Error

According to Mourtaga (2004) errors and mistakes are different from each other because an error cannot be self-corrected and is caused by a learner's inadequate knowledge of the target language whereas a mistake can be self-corrected. Moreover, Gas and Selinker (2001) explains that a mistake can be self-centered, but an error is systematic.

Meanwhile, According to Lengo in Yulianti (2007), a mistake is a performance error, which is either a random guess a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.

From those definitions above, it means that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation which is made by the learner because he does not know the rule and he /she will make it repetitively.

2.5 Definition of Narrative Text

According to Anderson and, (2003) narrative text is a text, which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events,

and how they relate. Moreover, Emilia, (2011:93) narrative can be fairytales, mysteries, science fiction, romance, and also horror stories. Personal narratives tell stories, not ones that the writers made up, but ones that they lived. It means narrative as a story, so it is should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story. Students hear or read story like tale, legend, fable and so on. Sometimes, they also try to write those stories. Narrative is not strange for students. It is usual for students to tell a story in written form. So, narrative is familiar for the students.

On the other hand, According to Gerot and Wignell (1994), narratives deal with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution.

Based on the ideas above, it can be concluded the narrative text is an imaginative story to entertain people. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

2.5.1 Language Feature of Narrative Text

The features of narrative text according Derewianka (2002) are:

1) Specific, often individual participants with defined identities,

2) Mainly use actions verbs (material processes), but also many verbs which refer to what the human participants said, or felt, or thought verbal and mental processes,

3) Normally use past tense,

4) There are many linking words to do with time,

5) Dialogue often included with the tense may change to the present or future,

6) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind,

7) Can be written in the first person (I, we) or third person (he, she, they).

Furthermore, like any other texts that have their own linguistic features Joyce&Feez (2000) also suggest that narratives have some linguistic features as listed below:

a. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.

b. Mainly use action verb (material processes), that describe what happens.

c. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.

d. . Normally use past tense

e. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.

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2.6 Relevance Studies

The first research was conducted by Kun Aminah (2016). Entitled "Error Analysis on the Use of Simple Past Tense in English Narrative Text Written By the Students of SMKN 1 Tengaran in the Academic Year of 2016/2017" This research showed that there are four types of errors that occur; they are error of omission, error of addition, error of misordering and error of misformation. From the data analysis the researcher found that the most dominant error that occurs with the percentage 65.09% is error of misfromation with total 69 from 106 errors. Error of omission relates to the absence of an item that must appear in a well-formed utterance. Error of addition relates to the presence of an item that must not appear in well-formed utterances. Error of misformation relates to the use of the wrong form of the morpheme or structure. Error of misordering relates to the incorrect placement of a morpheme or group of morphemes in an utterance.

The second research was conducted by Putri Mega Susanti (2017). Entitled "An Error Analysis on The Use of Past Tense in Narrative Text. Thesis, English Education Study Program, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sidoarjo" The purpose of this study is to analyze of student's errors on the use of past tense in Narrative text based on the problem that students felt confused about using past tense in their writing especially Narrative text. The result show that the reseacher found four types of errors : omission, addition, misformation, misodering. Then, the researcher found the

highest error made by students is misformation with 52 % percentages. This problem influenced by student felt confused to understand simple past because they did not know the meaning and differences between regular verb and irregular verb. Therefore, students claimed if they seldom to practice writing paragraph.

The third research was conducted by Umar (2016). Entitled "An Analysis of Errors on the Using Simple Past in Writing Narrative Text" The results of this study show an error was made by the participant in the use of past tense. All errors in using past tense has been categorized and identified, namely addition, omission and misformation.
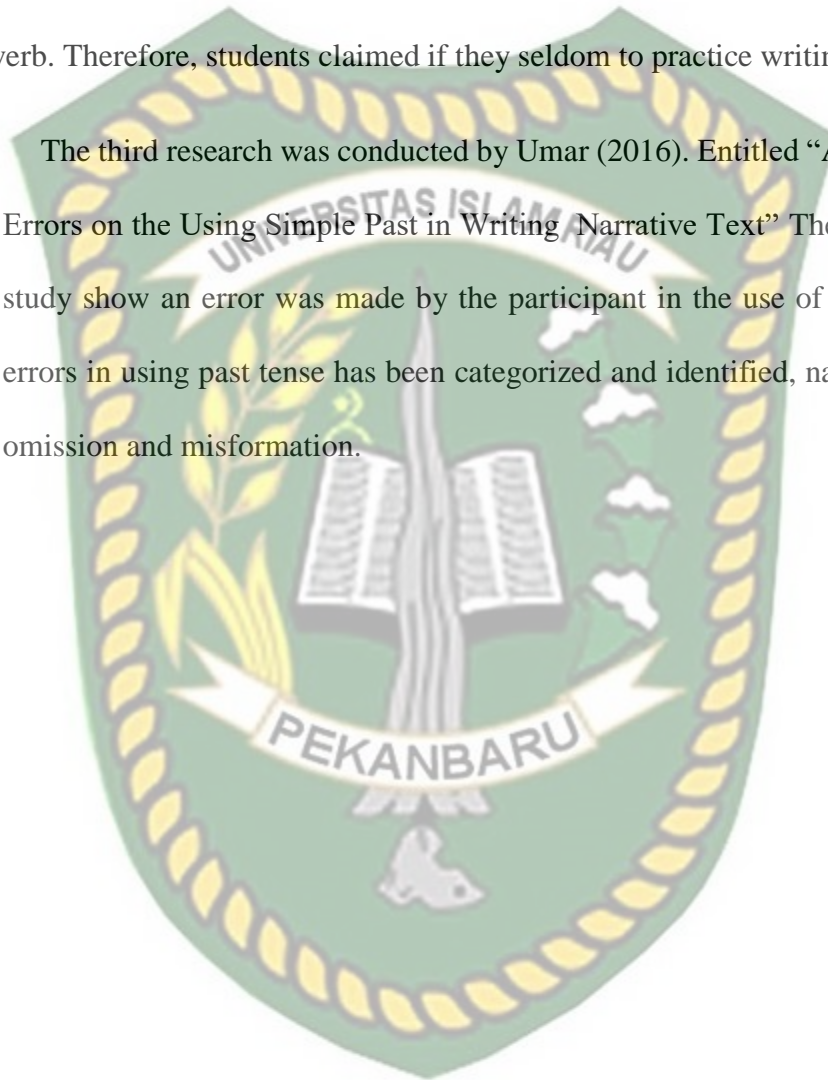
2.7 Conceptual Framework

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                          ┌──────────┐
                          │ Language │
                          └──────────┘

  ┌──────────────────┐                    ┌──────────────────┐
  │ Productive skills│                    │ Receptive skills │
  └──────────────────┘                    └──────────────────┘

  ┌──────────┐   ┌──────────┐        ┌───────────┐   ┌──────────┐
  │ Speaking │   │ Writing  │        │ Listening │   │ Reading  │
  └──────────┘   └──────────┘        └───────────┘   └──────────┘

  ┌──────────┐      ┌─────────────────┐        ┌──────────┐
  │ Teachers │      │ Student's errors│        │ Students │
  └──────────┘      └─────────────────┘        └──────────┘

      ┌──────────┐                      ┌────────────────┐
      │ Material │                      │ Learning media │
      └──────────┘                      └────────────────┘

                   ┌─────────┐
                   │ Grammar │
                   └─────────┘

        ┌─────────────────────┐           ┌──────────────┐
        │  Surface Structure  │ ────────► │   Addition   │
        │     Taxonomy        │           └──────────────┘
        │   (Dulay et al)     │ ────────► ┌──────────────┐
        └─────────────────────┘           │   Omission   │
                                          └──────────────┘
                                  ────────►┌──────────────┐
                                          │ Misformation │
                                          └──────────────┘
                                  ────────►┌──────────────┐
                                          │ Missordering │
                                          └──────────────┘
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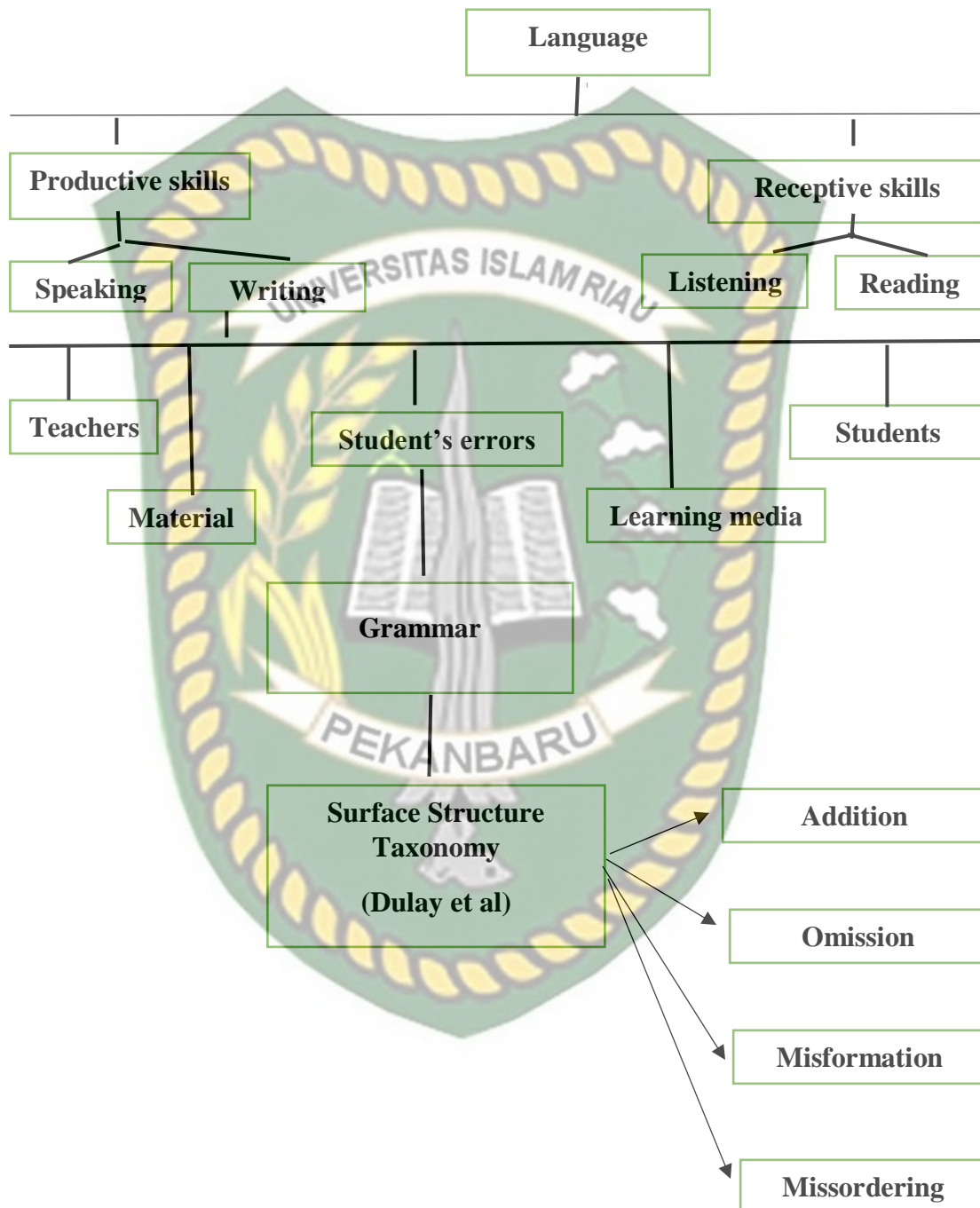
2.8 Assumption

Writing is one of language skills and it is not easy to deal with it. In this case, the researcher assumes that the Senior high school students of SMAN 2 XIII KOTO KAMPAR have a problem in grammatical error in writing narrative text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research conducted used qualitative design. According to Rugaiyah (2016:1) *"Penelitian qualitative adalah penelitian tentang riset yang bersifat deskriptif dan cenderung menggunakan analisis."* It can be illustrated, that qualitative research is about research description. In addition, to get the objective of research, the researcher collected, analyzed, and described the data. Furthermore, she stated that descriptive of research is part of qualitative research. According to Rugaiyah (2006:6) *"Descriptive kualitatif merupakan metode yang digunakan untuk membedah satu fenomena di lapangan. Penelitian descriptive kualitatif adalah metode yang menggambarkan dan menjabarkan temuan dilapangan."*

Based on the statement above, it can be summarized that qualitative descriptive is that used by the researcher to get the result of research by using analyzing and interpreting data. In addition, qualitative research is method that illustrate and description some phenomenon whether spoken data, such as speech, conversation, debate, or written data such as: newspaper, magazine, textbook, etc. Therefore, this research analyze the grammatical error made by the second grade students in senior high school.

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3.2 Source of Data

Source of data in this research is worksheet of students second grade in SMAN 2 XIII KOTO KAMPAR. There are three classes of the second grade students of SMAN 2 XIII KOTO KAMPAR, all of them are as the total number of population in this research that is about 99 students. The researcher will take 20 students (the total number students of the second grade in XI IPA 3) as the sample of this research. The researcher will use purposive random sampling to choose the participants of this research.

Table 1

The total number of population and sample

NO	CLASS	NUMBER OF STUDENTS
1	IPA 1	28
2	IPA 2	26
3	**IPA 3**	**20**
4	IPS	25

3.3 Instrument of the Research

The research instrument used documentation (worksheet). Documentation is an instrument of research conducted systematically with reference to the document in form of written objects, such as book, magazine,

document, worksheet, file and picture. This would be use documentation that taken from worksheet of students test in writing narrative text.

Table 2

the indicators of grammatical errors

NO	INDICATORS	DESCRIPTION
1	Addition	This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a wellformed utterance.
2	Omission	Omission is indicated by the absence of certain item that must appear in sentences.
3	Misformation	This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect.
4	Misordering	Misordering is indicated by the incorrect placement of certain morphemes.

(Dulay et al 1982)

3.3.1 Documentation

The researcher used documentation as the instrument of the research. Documentation is an instrument of the research to help the researcher to collect the data. According to Rugaiyah (2016:23).

"Kajian dokumen merupakan sarana pembantu peneliti dalam mengumpulkan data atau informasi dengan cara membaca surat-surat, pengumuman, iktisar rapat, pernyataan tertulis, kebijakan tertentu dan bahan-bahasan tulisan lainya. Penggunaan dokumen ini berkaitan dengan apa yang disebut analisis. Cara menganalisis isi dokumen ialah dengan memeriksa dokumen secara sistematis bentu-bentuk komunikasi yang dituangkan secara tertulis dalam bentuk dokumen secara obyektif".

Based on the statement above, it can be illustrated that to get the data and information, the researcher using documentation. As Rugaiyah said, that this activity has correlation that called analysis by inspecting the data. Thus, the data for this analyze the common errors made by the students in writing narrative text. The reseachers focuses analyze the tenses that is simple past tense.

3.4 Data Collection Technique

In collecting data, the research used documentation. Data collecting method is the method that used by researcher to collect or get the data. Furthermore, in collecting data, the researcher took these following steps:

1. The writer prepared the instrument of the test.

2. The writer asked permission to the headmaster of SMAN 2 XIII KOTO KAMPAR to do the research.

3. The researcher will give the test to the students, but before the students wrote the test, the researcher will give the explanation and instruction first to the students how to do the test.

4. After that, the data is collected. After the data has collected, the writer identified students' writing grammatical errors focus on simple past tense.

5. The last after got the result the data is interpreted.

3.5 Data Analysis Technique

After collecting the data from the test, the students' writing is analyzed by focusing on their grammatical errors. The techniques of data analysis used in this research are descriptive analysis and qualitative technique which allows the writer to describe some students' errors in writing essay of narrative text.

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Based on the explanation above, in this research the researcher followed some procedures or steps:

1. Researcher collecting and reading the data from grammatical errors on students' writing narrative text of SMAN 2 XIII KOTO KAMPAR.

2. Researcher classifying the data students error in using simple past tense.

3. After that, identifying the grammatical error made by students writing narrative text.

4. Researcher analysing and describing the data based on the classification of the data.

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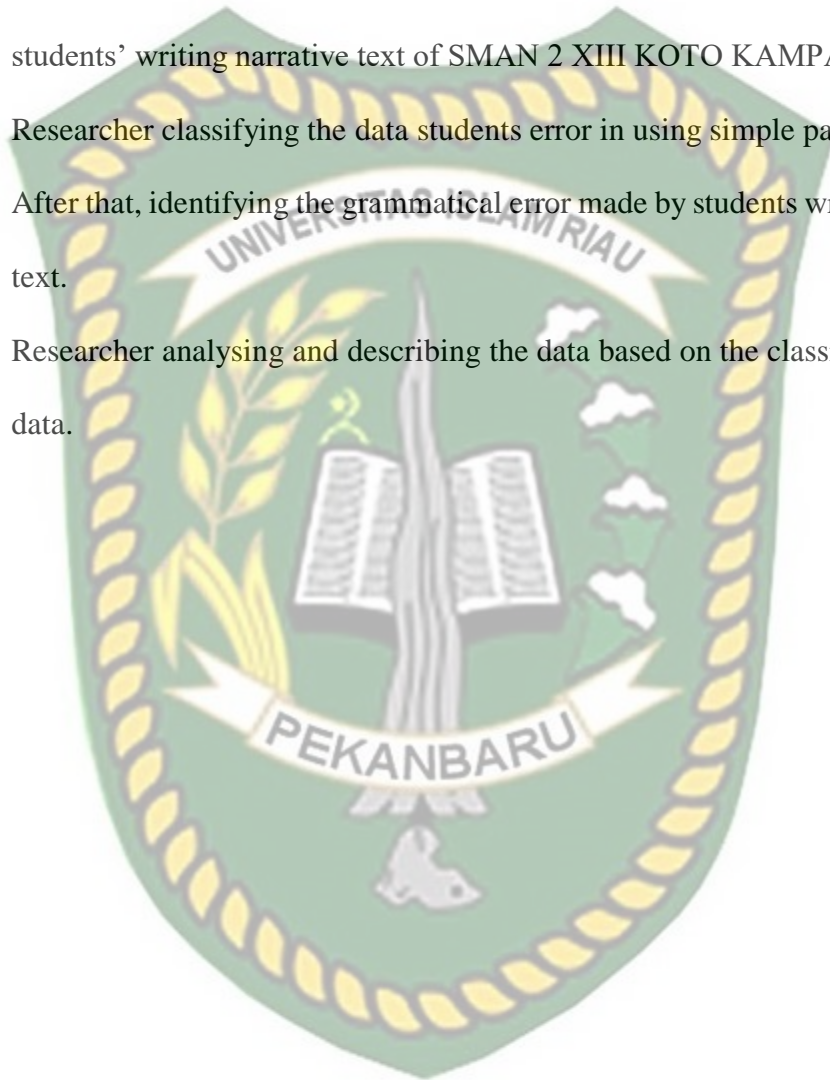
CHAPTER IV

RESEARCH FINDING

This chapter presents the research finding and the analysis of data. As stated in the previous chapter, there is an indicators that the researcher analyzed in this chapter, namely grammatical error. And then, the researcher analyzed the data and classifies them into four type of grammatical error: omission, addition, misformation and misoredering.

4.1 Data Anlysis

This chapter explain analysis of twenty students worksheet with applying Dulay et al type of error.

4.1.1 Omission

[1] [7] *One time, dure a king earth priangan stay a family so happy.*

*Correct: One time, dure a king earth priangan **stayed** a family so happy*

Data 7 above, the indicator of error found in this data is omission. It can be seen from the verb *"stay"* student made error in the simple past tense of regular verb, the students omit ed from the word *"stay",* the correct found is *stayed,* it caused by students do not use ed at the end of word (verb) in expressing past form.

[2] [8] *We are father in dog* **name** *tumang a mother a dayang sumbi and a hid sangkuriang.*

Correct: We are father in dog **named** *tumang a mother a dayang sumbi and a hid sangkuriang.*

Data 8 above, the indicator of error found in this data is omission. It can be seen from the word *"name"* student made error in the simple past tense of regular verb, the students omit ed from the word *"name",* the correct found it should be *named*.

[3] [9] *One day, Dayang Sumbi* **want** *hid for go hunting dog love tumang after day.*

Correct: One day, Dayang Sumbi **wanted** *hid for go hunting dog love tumang after day.*

Data 9 above there is omission. It can be seen from the word *"want"* student made error in the simple past tense of regular verb, the students omit ed from the word *"want",* the correct found is *wanted*.

[4] [10] *Sangkuriang* **start** *and short dog alone after a take love dog and sit.*

Correct: Sangkuriang **started** *and short dog alone after a take love dog and sit.*

Data 10 above the indicator of error found is omission. It can be seen from the word *"start"* student made error in the simple past tense of regular verb, the students omit ed from the word *"start",* the correct found is *started.*

[5] [16] *Because situation who not to benefit from pair easter to leave kingdom they* **stay** *home menray.*

Correct: Because situation who not to benefit from pair easter to leave kingdom they **stayed** *home menray.*

Data 16 above, the indicator of error found is omission. It can be seen from the word "stay" student made error in the simple past tense of irregular verb, the students omit ed from the word "stay", as a result it should be stayed.

[6] [19] *Once upon a time, a man maker a doll three is* **name** *Geppeto.*

Correct: Once upon a time, a man maker a doll three is **named** *Geppeto.*

Data 19 above the indicator of error found is omission. It can be seen from the word *"name"* student made error in the simple past tense of irregular verb, the students omit ed from the word *"name"*, the correct found is *named*.

[7] [20] *He* **want have** *a kid boy because his wife dead years ago.*

Correct: He **wanted** *have a kid boy because his wife dead years ago.*

Data 20 above, the indicator of error found is omission. It can be seen from the word *"want"* student made error in the simple past tense of regular verb, the students omit ed from the word *"want"*, the correct found is *wanted*.

[8] [22] *Finally in morning day her **work** and her name a doll that pinochio.*

*Correct: Finally in morning day her **worked** and her name a doll that pinochio.*

Data 22 above, the indicator of error found is omission. It can be seen from the word *"work"* student made error in the simple past tense of regular verb, the students omit ed from the word *"work"*, the correct found is *worked*.

[9] [27] *They to **stay** in a sea.*

*Correct: They to **stayed** in a sea.*

Data 27 above, the indicator of error found is omission. It can be seen from the word *"stay"* student made error in the simple past tense of regular verb, the students omit ed from the word *"stay"*, the correct found is *stayed*.

[10] [38] *Baya happy.*

Correct: Baya was happy

Data 38 above, the indicator of error found is omission. It can be seen from the sentence, student made error in the simple past tense to omit the tobe in the sentence, the correct found is *Baya was **happy***, because before adjective it should followed by tobe.

[11] [41] *In over there beheld crocodile so that she **ask** crocodile for brougt other from that river.*

*Correct: In over there beheld crocodile so that she **asked** crocodile for brougt other from that river.*

Data 41 above, the indicator of error found is omission. It can be seen from the word *"ask"* student made error in the simple past tense of regular verb, the students omit ed from the word *"ask",* the correct found is *asked.*

[12] [42] *Crocodile **agree** with and say to monkey so jump she back.*

*Correct: Crocodile **agreed** with and say to monkey so jump she back.*

Data 42 above, the indicator of error found is omission. It can be seen from the word *"agree"* student made error in the simple past tense of regular verb, the students omit ed from the word *"agree",* the correct found is *agreed.*

[13] [44] *Bad moment crocodile that fell very hungry, she **stop** in middle river and word to monkey, "my father very sick.*

*Correct: Bad moment crocodile that fell very hungry, she **stopped** in middle river and word to monkey, "my father very sick.*

Data 44 above, the indicator of error found is omission. It can be seen from the word *"stop"* student made error in the simple past tense of regular verb, the students omit ed from the word *"stop"*, the correct found is *stopped.*

[14] [50] *A long home ago,* **live** *a sheped in the village, he is saw flock a shep in the near village.*

Correct: A long home ago, **lived** *a sheped in the village, he is saw flock a shep in the near village.*

Data 50 above, the indicator of error found is omission. It can be seen from the word *"live"* student made error in the simple past tense of regular verb, the students omit ed from the word *"live"*, the correct found is *lived.*

[15] [60] *One day, life a queen in the land of arable named maura, maura is the mosf beautiful woman who many princess* **want** *to launch.*

Correct: One day, life a queen in the land of arable named maura, maura is the mosf beautiful woman who many princess **wanted** *to launch.*

Data 60 above, the indicator of error found is omission. It can be seen from the word *"want"* student made error in the simple past tense of regular verb, the students omit ed from the word *"want"*, the correct found is *wanted.*

[16] [65] *After that, maura* **invite** *three sherls dinner in his palace.*

Correct: After that, maura **invited** *three sherls dinner in his palace.*

Data 65 above, the indicator of error found is omission. It can be seen from the word *"invite"* student made error in the simple past tense of regular verb, the students omit ed from the word *"invite"*, the correct found is *invited*.

[17] [69] *King in rooleck by a king is **name** mulia prabu.*

*Correct: King in rooleck by a king is **named** mulia prabu.*

Data 69 above, the indicator of error found is omission. It can be seen from the word *"name"* student made error in the simple past tense of regular verb, the students omit ed from the word *"name"*, the correct found is *named*.

[18] [74] *Her gift dad in he **want** it dad make si.*

*Correct: Her gift dad in he **wanted** it dad make si.*

Data 74 above, the indicator of error found is omission. It can be seen from the word *"want"* student made error in the simple past tense of regular verb, the students omit ed from the word *"want"*, the correct found is *wanted*.

[19] [79] *When he just climbed to upon, he **slip** and without un purpose fall to inside water.*

*Correct: When he just climbed to upon, he **slipped** and without un purpose fall to inside water.*

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Data 79 above, the indicator of error found is omission. It can be seen from the word *"slip"* student made error in the simple past tense of regular verb, the students omit ed from the word *"slip",* the correct found is *slipped.*

[20] [80] *He possible to sink if know to **help** souvenirs dove in nearby.*

*Correct: He possible to sink if know to **helped** souvenirs dove in nearby.*

Data 80 above, the indicator of error found is omission. It can be seen from the word *"help"* student made error in the simple past tense of regular verb, the students omit ed from the word *"help",* the correct found is *helped.*

[21] [85] *Once upon a time, at village **live** beautiful girl with bad step mother and two step sister.*

*Correct: Once upon a time, at village **lived** beautiful girl with bad step mother and two step sister.*

Data 85 above, the indicator of error found is omission. It can be seen from the word *"live"* student made error in the simple past tense of regular verb, the students omit ed from the word *"live",* the correct found is *lived.*

[22] [89] *She **change** a cinderella to be beautiful girl with glass shoes and a hourse drawn carriag.*

*Correct: She **changed** a cinderella to be beautiful girl with glass shoes and a hourse drawn carriag.*

Data 89 above, the indicator of error found is omission. It can be seen from the word *"change"* student made error in the simple past tense of regular verb, the students omit ed from the word *"change",* the correct found is *changed.*

[23] [93] *Prince **search** cinderella at village.*

*Correct: Prince **searched** cinderella at village.*

Data 93 above, the indicator of error found is omission. It can be seen from the word *"search"* student made error in the simple past tense of regular verb, the students omit ed from the word *"search",* the correct found is *searched.*

[24] [96] *They **promise** will always together in danger moments.*

*Correct: They **promised** will always together in danger moments.*

Data 96 above, the indicator of error found is omission. It can be seen from the word *"promise"* student made error in the simple past tense of regular verb, the students omit ed from the word *"promise",* the correct found is *promised.*

[25] [123] *One time, a man local leader his **name** king sulahkromo.*

[26] [124] *King have pricipal cabinet minister and his **name** raden sidopekso.*

*Correct: One time, a man local leader his **named** king sulahkromo.*

*King have pricipal cabinet minister and his **named** raden sidopekso.*

Data 123 and 124 above, the indicator of error found is omission. It can be seen from the word "name" student made error in the simple past tense of irregular verb, the students omit ed from the word "name", the correct found is *named.*

[27] [133] *Sungai coming cean and **start** so beautiful.*

*Correct: Sungai coming cean and **started** so beautiful.*

Data 133 above, the indicator of error found is omission. It can be seen from the word *"start"* student made error in the simple past tense of regular verb, the students omit ed from the word *"start",* the correct found is *started.*

[28] [144] *No, you not yet! To **answer** anggarab.*

*Correct: No, you not yet! To **answered** anggarab.*

Data 144 above, the indicator of error found is omission. It can be seen from the word *"answer"* student made error in the simple past tense of regular verb, the students omit ed from the word *"answer",* the correct found is *answered.*

[29] [176] *Talk mouse concaited you **laught** for me sometimes i promise for replay well you.*

*Correct: Talk mouse concaited you **laughed** for me sometimes i promise for replay well you.*

Data 176 above, the indicator of error found is omission. It can be seen from the word *"laugh"* student made error in the simple past tense of regular verb, the students omit ed from the word *"laugh"*, the correct found is *laughed.*

[30] [176] *Talk mouse concaited you laught for me sometimes i **promise** for replay well you.*

*Correct: Talk mouse concaited you laught for me sometimes i **promised** for replay well you.*

Data 176 above, the indicator of error found is omission. It can be seen from the word *"promise"* student made error in the simple past tense of regular verb, the students omit ed from the word *"promise"*, the correct found is *promised.*

[31] [194] *In contrary, the bear was always clumsy and could not **use** the arrow to good advantage.*

*Correct: In contrary, the bear was always clumsy and could not **used** the arrow to good advantage.*

Data 194 above, the indicator of error found is omission. It can be seen from the word *"use"* student made error in the simple past tense of regular verb, the students omit ed from the word *"use"*, the correct found is *used.*

[32] [206] *To **play** ball with that flesh.*

*Correct: To **played** ball with that flesh.*

Data 206 above, the indicator of error found is omission. It can be seen from the word *"play"* student made error in the simple past tense of regular verb, the students omit ed from the word *"play",* the correct found is *played.*

4.1.2 Addition

[33] [4] *Her boyfriend asked her "Now that you can see the world, **willd** you marry me?"*

*Correct: Her boyfriend asked her "Now that you can see the world, **will** you marry me?"*

Data 4 above, the indicator of error found is addition, it can be seen from the word *"willd"* students made error in the simple past tense of reguler verb, the student add d from the word *"will"*, the correct found is still *"will"* because there is no add d or ed in the past form from the word will.

[34] [50] *A long time ago, live a **sheepped** in village, he is saw flock a shep in the near village.*

*Correct: A long time ago, live a **sheep** in village, he is saw flock a shep in the near village.*

Data 50 above, the indicator of error is found is addition, it can be seen from the word "sheeped" students made error in the simple past tense in reguler verb, the

student add ed frm the word "sheep", the coreect found is *"sheep"* because this word is name of animal an there is no add ed in the past from the word sheep.

[35] [157] *Why, i lnow at least hundred trick to **fared** from enemy we the samed dog word.*

Correct:] *Why, i lnow at least hundred trick to **far** from enemy we the samed dog word.*

Data 157 above, the indicator of error is found is addition, it can be seen from the word "fared" students made error in the simple past tense in reguler verb, the student add ed from the word "far", the coreect found is still *"far"* because there is no add ed in the simple past tense from the word far.

[36] [157] *Why, i lnow at least hundred trick to fared from enemy we the **samed** dog word.*

*Correct: Why, i lnow at least hundred trick to fared from enemy we the **same** dog word.*

Data 157 above, the indicator of error is found is addition, it can be seen from the word "samed" students made error in the simple past tense in reguler verb, the student add ed from the word "same", the coreect found is still *"same"* because there is no add ed in the simple past tense from the word same.

[37] [158] *I only know one trick to **fared** from dog*

*Correct: I only know one trick to **far** from dog*

Data 158 above, the indicator of error is found is addition, it can be seen from the word "fared" students made error in the simple past tense in reguler verb, the student add ed from the word "far", the coreect found is still *"far"* because there is no add ed in the simple past tense from the word far.

[38] [159] *word cat "you must i tiched now **muched** you trick !"*

*Correct: word cat "you must i tiched now **much** you trick !"*

Data 159 above, the indicator of error is found is addition, it can be seen from the word "muched" students made error in the simple past tense in reguler verb, the student add ed from the word "much", the coreect found is still *"much"* because there is no add ed in the simple past tense from the word much.

4.1.3 Misformation

[39] [6] *Her boyfriend walked a way in tears and latter wrote letter her **sayying** "just take care, of my eyes dear".*

*Correct: Her boyfriend walked a way in tears and latter wrote letter her **said** "just take care, of my eyes dear".*

Data 6 above, the indicator of error found is misformation, it can be seen from the word *"sayying"* students made error in the simple past tense in irreguler verb, the correct found is *said* because in the past form used the verb 2. So, say became irreguler verb and should be *said* not sayying.

[40] [15] *Letter on Roro Ateng to **get** married Joko Sager. Who origin from kasta Brashmana.*

*Correct: Letter on Roro Ateng to **got** married Joko Sager. Who origin from kasta Brashmana.*

Data 15 above, the indicator of error is misformation, it can be seen from the word *"get"* student made error in the simple past tense in irregular verb, the correct found is *"got"*. It cause by students not changed the verb 1 into the verb 2 in the past form.

[41] [19] *Once upon a time, a man maker a doll there **is** name Geppeto.*

[42] [25] *A time a long ago, there **is** two animal Sura and Baya.*

[43] [26] *Sura **is** name hiu and Baya **is** name buaya.*

*Correct: Once upon a time, a man maker a doll there **were** name Geppeto.*

*A time a long ago, there **were** two animal Sura and Baya.*

*Sura **is** name hiu and Baya **were** name buaya.*

Data 19,25 and 26 above, the indicator of error is misformation, it can be seen from the word *"is"* students made error of tobe in the simple past tense. The correct found is *were*.

[44] [33] *One day, sura **go** earth and search arrange food in river he so hungry and nothing no it food in sea.*

*Correct: One day, sura **went** earth and search arrange food in river he so hungry and nothing no it food in sea.*

Data 33 above, the indicator of error is misformation, it can be seen from the word *"go"* students made error in the simple past tense in irreguler verb, the correct found is *went*. It cause by students not changed the verb 1 into the verb 2 in the past form.

[45] [37] *Baya **do** it same for sura he bat after sura **give up** and a went back to the sea.*

*Correct: Baya **did** it same for sura he bat after sura **gave up** and a went back to the sea.*

Data 37 above, the indicator of error is misformation, it can be seen from the word *"do"* and *"give up"* students made error in the simple past tense in irregular verb, the correct found *do* became *did* and *give up* became *gave up*.

[46] [48] *She **say** to crocodile swimming return fixed river.*

*Correct: She **said** to crocodile swimming return fixed river.*

Data 48 above, the indicator of error found is misformation, it can be seen from the word *"say"* students made error in the simple past tense in irreguler verb, the

correct found is *said* because in the past form used the verb 2. So, say became irreguler verb and should be *said*.

[47] [60] *One day, **life** a queen in the land of arable named maura, maura is the mosf beautiful woman who many princess want to launch.*

*Correct: One day, **lived** a queen in the land of arable named maura, maura is the mosf beautiful woman who many princess want to launch.*

Data 60 above, the indicator of error is misformation, it can be seen from the word *"life"* students made error in the word of life the correct found it should be *lived*.

[48] [62] *One night maura disgnised and **go** the room, sheik near his palace maura have an idea to make dinner for them "do you have anything to eat for the sheikh ? he asked.*

*Correct: One night maura disgnised and **went** the room, sheik near his palace maura have an idea to make dinner for them "do you have anything to eat for the sheikh ? he asked.*

Data 62 above, the indicator of error is misformation, it can be seen from the word *"go"* the correct found is *go* became *went*.

[49] [70] *Prabu a good and king is smart but in lovely have prabu and queen dont have kided queen **is** craying it is that prabu go to flores.*

*Correct: Prabu a good and king is smart but in lovely have prabu and queen dont have kided queen **was** craying it is that prabu go to flores.*

Data 70 above, the indicator of error is misformation, it can be seen from the word *"is"* students made error of tobe in the simple past tense. The correct found is *was*.

[50] [71] *It her **fraying** to Allah of friday bagging for kided.*

*Correct: It her **prayed** to Allah of friday bagging for kided.*

Data 71 above, the indicator of error is misformation, it can be seen from the word *"fraying"* student made error in regular verb and in spelling and the correct found is *prayed*.

[51] [79] *When he just climbed to upon, he slip and without un purpose **fall** to inside water*

*Correct: When he just climbed to upon, he slip and without un purpose **fell** to inside water*

Data 79 above, the indicator of error is misformation, it can be seen from the word *"fall"* students made error in irregular ver the correct found it should be *fell*.

[52] [80] *He possible to sink if **know** to help souvenirs dove in nearby.*

*Correct: He possible to sink if **knew** to help souvenirs dove in nearby.*

Data 80 above, the indicator of error is misformation, it can be seen from the word *"know"* students made error in irregular ver the correct found it should be *knew*.

[53] [86] *One day, they are **go** to ball castle leaved cinderella.*

*Correct: One day, they are **went** to ball castle leaved cinderella.*

Data 86 above, the indicator of error is misformation, it can be seen from the word *"go"* students made error in the simple past tense in irreguler verb, the correct found is *went*. It cause by students not changed the verb 1 into the verb 2 in the past form.

[54] [90] *Fairy mother nohce for back before mid night cinderella and prince **dancing** a long night.*

*Correct: Fairy mother nohce for back before mid night cinderella and prince **danced** a long night.*

Data 90 above, the indicator of error is misformation, it can be seen from the word *"dancing"* student made error in regular verb, the correct found is *danced*.

[55] [94] *After he is **find** happly together forever.*

*Correct: After he is **found** happly together forever.*

Data 94 above, the indicator of error is misformation, it can be seen from the word *"find"* student made error irregular verb, the correct found it should be *found*.

[56] [100] *The bear is **coming** to people moderate lay in land.*

*Correct: The bear is **came** to people moderate lay in land.*

Data 100 above, the indicator of error is misformation, it can be seen from the word *"coming"* student made error in the past form, the correct found is *came*.

[57] [104] *Her miss baby and would often **say**.*

*Correct: Her miss baby and would often **said**.*

Data 104 above, the indicator of error found is misformation, it can be seen from the word *"say"* students made error in the simple past tense in irreguler verb, the correct found is *said* because in the past form used the verb 2. So, say became irreguler verb and should be *said*.

[58] [110] *Because her **small body** is taking **a walnut** skin for a thumbelina bed and **using** flower petals as a blanket.*

*Correct: Because her small body is taking a walnut skin for a thumbelina bed and **used** flower petals as a blanket.*

Data 110 above, the indicator of error is misformation, it can be seen from the word *"using"* student made error in the past form, the correct found is *used*.

[59] [127] *While principal labinet minister go, and king **try** to **get** sri tanjung.*

*Correct: While principal labinet minister go, and king **tried** to **got** sri tanjung.*

Data 127 above, the indicator of error is misformation, it can be seen from the word *try* student made error in regular verb, the correct found is *tried*. And student made error from the word *get* the correct found is *got*.

[60] [130] *Sri tanjung **say** its true but sidopekso say he want to kill him.*

*Correct: Sri tanjung **said** its true but sidopekso say he want to kill him.*

Data 130 above, the indicator of error found is misformation, it can be seen from the word *"say"* students made error in the simple past tense in irreguler verb, the correct found is *said* because in the past form used the verb 2. So, say became irreguler verb and should be *said*.

[61] [133] *Sungai **coming** cean and start so beautiful.*

*Correct: Sungai **came** cean and start so beautiful.*

Data 133 above, the indicator of error is misformation, it can be seen from the word *"coming"* student made error in the past form, the correct found is *came*.

[62] [137] **Find** *pearl they is colour yellow unlisual and very big.*

Correct: **Found** *pearl they is colour yellow unlisual and very big.*

Data 137 above, the indicator of error is misformation, it can be seen from the word *"find"* student made error irregular verb, the correct found it should be *found.*

[63] [157] *Why,* **I know** *at least hundred trick to fared from enemy we the samed dog worded.*

Correct: Why, **I knew** *at least hundred trick to fared from enemy we the samed dog worded.*

Data 157 above, the indicator of error is misformation, it can be seen from the word *"know"* students made error in irregular ver the correct found it should be *knew.*

[64] [159] *Word cat "you mush I* **teached** *how muched you trick!".*

Correct: Word cat "you mush I **thaught** *how muched you trick!".*

Data 159 above, the indicator of error is misformation, it can be seen from the word *"teached"* student made error in regular verb into irregular verb, in the simple past tense teach became irregular verb the correct found is *taught.*

[65] [162] *To barked so muched hard dog to come striven to course ther ! mmadiately cat to* **runed** *to tree neared and to a scend, branched, in outside to rised from every dog.*

Correct: To barked so muched hard dog to come striven to course ther ! mmadiately cat to **ran** *to tree neared and to a scend, branched, in outside to rised from every dog.*

Data 162 above, the indicator of error is misformation, it can be seen from the word *"runed"* student made error in regular verb into irregular verb, in the simple past tense run became irregular verb the correct found is *ran.*

[66] [167] *When a lion* **wake up** *by little mouse walked in he is body, it lion brave just sleeping in the nest.*

Correct: When a lion **woke up** *by little mouse walked in he is body, it lion brave just sleeping in the nest.*

Data 167 above, the indicator of error is misformation, it can be seen from the word *wake up* student made error in irregular verb, the correct found is *woke up.*

[67] [74] *Little mouse listening lion and* **run** *for see what incident.*

Correct: Little mouse listening lion and **ran** *for see what incident.*

Data 167 above, the indicator of error is misformation, it can be seen from the word *run* student made error in irregular verb, the correct found is *ran.*

[68] [175] *Next him winer* **make** *lion free.*

Correct: Next him winer **made** *lion free.*

Data 175 above, the indicator of error is misformation, it can be seen from the word *make* student made error in irregular verb, the correct found is *made*.

[69] [179] *He those who live are jutrohnded by warn lages and* **get** *lots ok fresh grains and fingers but unfortunatecy the donkey is not satisfred with his condition.*

Correct: He those who live are jutrohnded by warn lages and **got** *lots ok fresh grains and fingers but unfortunatecy the donkey is not satisfred with his condition.*

Data 179 above, the indicator of error is misformation, it can be seen from the word *"get"* students made error in the simple past tense in irreguler verb, the correct found is *got*. It cause by students not changed the verb 1 into the verb 2 in the past form.

[70] [180*] "I'm to be servant along day, full fill wood or interesting cart to market temporary dog sleep in lap mr my and eat" jonkey* **say** *maybe, he like dog, mister combat in life sopast together.*

Correct: "I'm to be servant along day, full fill wood or interesting cart to market temporary dog sleep in lap mr my and eat" jonkey **said** *maybe, he like dog, mister combat in life sopast together.*

Data 180 above, the indicator of error found is misformation, it can be seen from the word *"say"* students made error in the simple past tense in irreguler verb, the correct found is *said* because in the past form used the verb 2. So, say became irreguler verb and should be *said*.

[71] [190] *Ending the here going walked and steep by steep, and the here **wake up** from sleeping, he **see** the tortoise here near pillar winner and no pillar **running** at time for winner race.*

*Correct: Ending the here going walked and steep by steep, and the here **woke up** from sleeping, he **saw** the tortoise here near pillar winner and no pillar **ran** at time for winner race.*

Data 190 above, the indicator of error found is misformation, it can be seen from the word *wake up, see,* and *running*. From the word *wake up* student made error in irregular verb, the correct found is *woke up,* and from the word *see* student made error in irregular verb, the correct found is *saw,* and from the word *running* student also made error in the past form, the correct found is *ran* because it should be changed into verb 2 and became irregular verb.

[72] [192] *One day, **life** two animals she neeighbor, a beat and rabbit.*

*Correct: One day, **lived** two animals she neeighbor, a beat and rabbit.*

Data 192 above, the indicator of error is misformation, it can be seen from the word *"life"* students made error in the word of life the correct found it should be *lived.*

[73] [195] *And **go** together beat to a mountain to avoid anger beat, rabbit acording and not rejed the invitation.*

*Correct: And **went** together beat to a mountain to avoid anger beat, rabbit acording and not rejed the invitation.*

Data 195 above, the indicator of error is misformation, it can be seen from the word *"go"* students made error in the simple past tense in irreguler verb, the correct found is *went*. It cause by students not changed the verb 1 into the verb 2 in the past form.

[74] [197] *The rabbit certainly shoot and **haved** much enaugh flesh fulfill famiily beat and beat.*

*Correct: The rabbit certainly shoot and **had** much enaugh flesh fulfill famiily beat and beat.*

Data 197 above, the indicator of error is misformation, it can be seen from the word *haved* student made error in the simple past tense in irregular verb, the correct found is *had*.

[75] [204] *Mother beat always **give** her a plece of meat but the youngest child not that eat.*

*Correct: Mother beat always **gave** her a plece of meat but the youngest child not that eat.*

Data 204 above, the indicator of error is misformation, it can be seen from the word *give* student made error in the irregular verb, the correct found is *gave*.

4.1.4 Misordering

[76] [6] *Her boyfriend walked a way in tears and* **latter wrote letter he sayying** *"just take care, of my eyes dear".*

Data 6 above, the indicator of error is misordering, it can be seen from the sentence, the correct found is *Her boyfriend walked a way in tears and wrote a letter he said "just take care of my eyes dear".* From the correct sentence before student made two errors, in the first is, student made repetition in *"latter wrote latter"* it make it difficult for readers to understand, it should be *"wrote a latter".* Second is "*her sayying"* the correct found it should be *"he said".*

[77] [54] *Wolf, really to come, finally shepeld really afraid now.*

Data 54 above, the indicator of error is misordering, it can be seen from the sentence, the correct found is *"finally Wolf came, and sheep really afraid now.* From the error sentence above it make the readers cannot understand.

[78] [62] *One night maura disgnised and go the room, sheik near his palace maura have an idea to make dinner for them "do you have anything to eat for the sheikh ?* **he asked.**

Data 62 above, the indicator of error is misordering, it can be seen from the sentence, the correct found is *One night maura disgnised and go the room, sheik near his palace maura have an idea to make dinner for them. He said "do you have anything to eat for the sheikh ?.* He asked is an error form and should changed became a he said before of sentence *"do you have anything to eat for the sheikh ?*

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher has analyzed twenty worksheert of students writing narrative text, there are some conclusions which can be drwan to answer the research question as stated in the chapter 1. Based on the proceding chapter, this research about grammatical error focus only in simple past tense, and according to data analysis the researcher got all of that items in the all the text, they are: ommision is 32, addition is 6, misformation is 37 and misordering is 3.

The result shows that two most common grammatical error made by the students in writing narrative text. The first is misformation from the all of worksheet the researcher got 37 error of misformation, and the second is ommision the researcher got 32 error of ommision from the all of students' worksheet.

5.2 Suggestion

Based on the conclusion of the research some suggestions related to this result of the research are presented. It could improve the teaching and learning process. Here are some suggestions that hopefully can be applied in teaching and learning process.

1. Facts revealed by the researched; most of errors which are made by students in SMAN 2 XIII KOTO KAMPAR caused by intralingual transfer. The use of incorrect verb changing (past tense) in writing narrative text and the incorrect generalization within the target language should be noticed by the teacher to give explanation clearer and pay attention more to the students whether there are some students who did not understand about the lesson.

2. Beside intralingual transfer, some students' errors are also caused by interlingual transfer. Their mother tongue interference is still used in the target language. The faulty of students, partial learning of the target language, fatigue, and carelessness also became some factors that could make the students have difficulties in internalizing and investigating the system of the target language. So that the students should be focus and serious when they learned the lessons.

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