

**AN ERROR ANALYSIS OF USING SIMPLE PAST TENSE IN WRITING  
NARRATIVE TEXT BASED ON SURFACE STRATEGY TAXONOMY  
AT THE NINTH GRADE OF FIRST SEMESTER AT MTS HASANUDDIN  
TELUK BETUNG BANDAR LAMPUNG IN THE ACADEMIC  
YEAR 2020/2021**

**A Thesis  
Submitted as a Partial Fulfillment of the requirements for S1-Degree**

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## ABSTRACT

Error Analysis is one of ways to evaluate students' ability to understand second language. The objective of this research: (1) to discover the common mistake that is made by the students in writing Narrative text in simple past tense, (2) to carry out the students' errors proportions (frequency and percentage) in writing Narrative text.

This research was conducted by using descriptive qualitative research method. The sample of the research was IX A class in MTs Hasanuddin Teluk Betung Bandar Lampung that consists of 20 students. The sample was conducted by purposive sampling technique. In collecting the data, the researcher used the documentation. It was students' task about Narrative paragraph.

The presents the highest level to the lowest of errors mostly made by students, and the researcher found that error of *Misformation* is the most frequent error made by the ninth class of first semester at MTs Hasanuddin Teluk Betung Bandar Lampung with 20 of total errors or 70 %. The Next are *Omission, Misordering and Addition* with 3 of total errors or 10 %.

***Keyword: Error Analysis, Simple Past Tense, Surface Strategy Taxonomy.***

## DECLARATION

I hereby declare that this thesis entitled, “An Error Analysis Of Using Simple Past Tense In Writing Narrative Text Based On Surface Strategy Taxonomy At The Ninth Class Of First Semester At Mts Hasanuddin Teluk Betung Bandar Lampung InThe Academic Year 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

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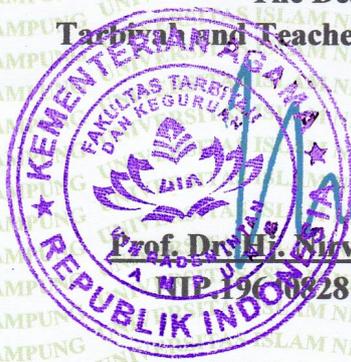
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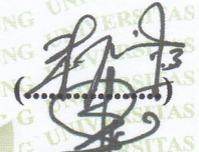
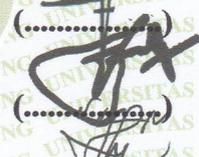
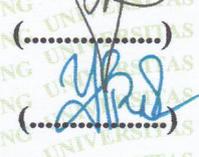
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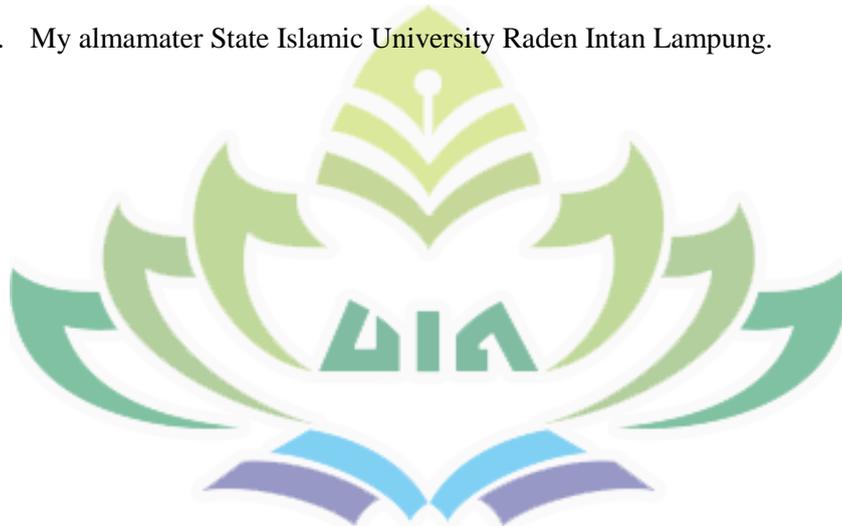
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## DEDICATION

1. My beloved parents Mr. Mahdi, SH and Mrs. Siti Apipah, who always pray to me, give the support and motivation to me.
2. My young brother Berliansyah who always gives support to me.
3. My young sister Permata Atifina Mutammamah who always gives support to me.
4. My grandmother Keminah who always pray to me.
5. My beloved friend Dikdik R.M who always give support to me.
6. All of my big family who always give me support.
7. My almamater State Islamic University Raden Intan Lampung.



## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

*(6)most certainly, there is ease with hardship (7)So, whenever you are free, strive in devotion (8) and turn to your lord with longing.<sup>1</sup>*

**(Q.S. Al- Insyiraah, 6-8)**



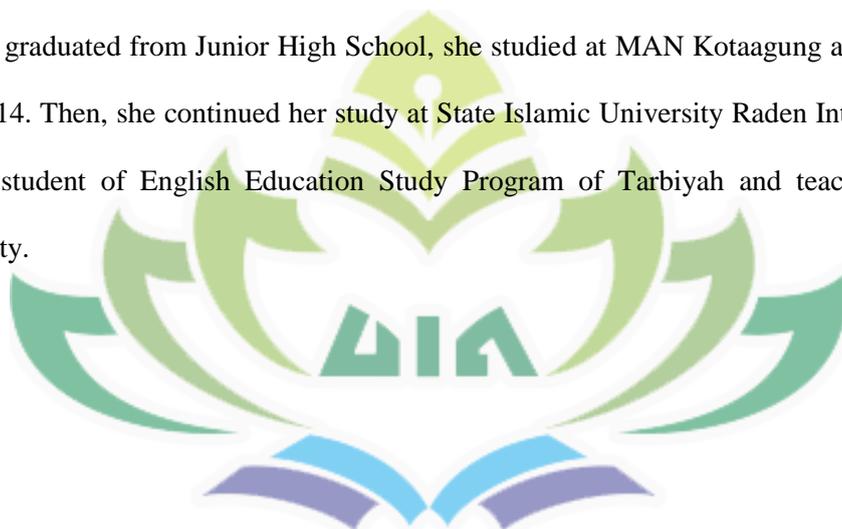
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<sup>1</sup>Tafheemul Quran Surah 94 Al-,Insyiraah, Ayat 1-8” (On-Line), Available on:<http://www.islamicstudies.info/>(October, 01 2018).

## **CURRICULUM VITAE**

The researcher name is Mutiara Novitasari. Her nickname is Vite. She was born on Tegal , November 18<sup>th</sup> 1996. She is the first daughter of Mr. Mahdi and Mrs. Siti Apipah .

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## ACKNOWLEDGEMENT

In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

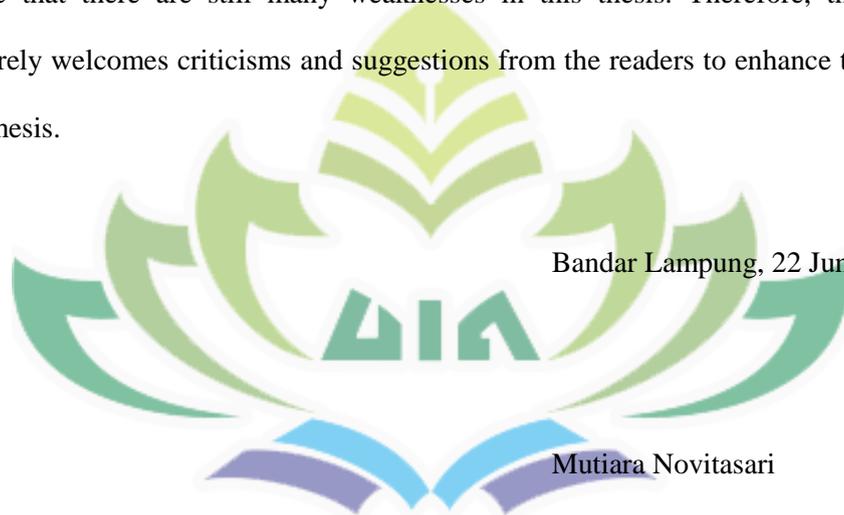
This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. The dean of Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung.
2. Meisuri, M.Pd. The Chairperson of English Education Study Program of State Islamic University Raden Intan Lampung.
3. Dr. Zulhannan, M.A. The Advisor for giving guidance and help to finish the thesis.
4. Yulan Puspita Rini, M.A. The Co-Advisor for giving guidance and help to finish the thesis.
5. The English Department Lecturers in State Islamic University Raden Intan Lampung.
6. Elviyati, S.Pd. as English Teacher and all staffs and teacher in MTs Hasanuddin Teluk Betung Bandar Lampung For being helpful and giving suggestion during the research process.

7. Her best friends Ihya Apronisa Ulfa.S.Pd, Hany Hairennisa. S.Pd, Ikke Novitasari S.Pd. For always remember her to go to the right way.
8. Her friends in English Education B of 2014. For all of helpful things in his campus life and memory in
9. Her big family Manda's family, Bunda's family and Jidah's family. For always support and pray to me

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is very important in our life. Language can help people transfer ideas or something which someone wants to show. Language is a symbol where someone comes from. Richard stated that “a language is a system of human communication which consists of the structured arrangement of sounds”.<sup>2</sup> It means that language is used as a system of communication to people interaction for transferring meaning, message and their opinion.

Language is a set of communication system from which human can get some information and can give information clearly, often with a writing system, the ability to communicate using words, nonverbal communication, a computer language, the vocabulary and usage used in a particular specialist field.<sup>3</sup> There are so many languages used by people, one of them is English which is used in almost all the world. It is because English is an international language. English as a foreign language in Indonesia has influenced many aspects of life to the people.<sup>4</sup> It means that Indonesian people try to know and learn the language. Thus, in order to improve people’s abilities in English, the government has encouraged the english teaching from beginning level. English has been taught from elementary

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<sup>2</sup> Jack.C.Richards and Richards Schmidt. Longman, *Dictionary of Language Teaching and Applied Linguistics*, Wesley Longman : California, Third Edition. 2002, p.283.

<sup>3</sup>Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, 2006. Yogyakarta : Graha Ilmu,p.22

<sup>4</sup>Jerry J, *Teaching English as a Foreign or Second Language*, 2007. The University of Michigan: Ann Arbor , p.145

to university.

English teaching includes four language skills such as listening, speaking, reading and writing.<sup>5</sup> One of the language skills which is very difficult to study is writing. English writing is subject that learns about how to express idea in writing form. In writing, there are so many components that should be mastered by students in order they are able to write well. The difficulty in writing starts when the students have to establish the subject, verb, object, tense, active and passive voice, also logical thinking. This statement is supported by Raymond stated that, "Writing is more than medium of communication."<sup>6</sup> It is a way of remembering and a way of thinking as well. Writing in the first language can be something difficult for students, where as they often write in their first language in schools. Moreover if they are asked to write in their target language, it can be something more difficult. Writing English for a foreign learner is difficult because English is different from Indonesian language in its structure , spelling and lexical meaning. In writing, students of Elementary School, Junior High School and Senior High School learn how to write words, phrases, clauses, and sentences. When the students make a sentence they should concern with subject and verb used in particular tense.

Narrative writing is a kind of writing which becomes one of the lesson which is taught in Junior High School. According to syllabus , in Indonesia, Junior High School students have to master some types of paragraphs. The ninth grade

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<sup>5</sup>Jeremy Harmer, *The practice of English Language Teaching*, 2007. London : Pearson Education Limited, 4<sup>th</sup> ed, p.131

<sup>6</sup> James C Raymond, *Writing is an Unnatural Act*, (New York : Harper & Row Publisher, 2000),p.2

students have to master narrative, recount and description text.<sup>7</sup> In writing narrative text, the students have to pay attention about simple past tense because it is commonly used in writing narrative. In this case, students who are learning to write narrative text may produce many errors. Such as in structure, they often make errors in forming simple past tense.

Azar stated that simple past tense indicates that an activity or situation began and ended at particular in the past.<sup>8</sup> According to Douglas in *Grammar of Spoken and Written English*, stated that Past tense most commonly refers to past time via some past point of reference, especially in fictionally narrative and description, where the use of the past to describe imaginary past happening is a well established convention.<sup>9</sup> Based on statement above, it can be concluded that narrative text most commonly uses simple past tense, because simple past tense indicates activity happened in the past.

The form of Simple past tense are divided into two classes, they are regular form and irregular form. These classifications come from the way the verb forms, its simple past and past participle.<sup>10</sup> Thompson stated that, the negative of regular verbs is formed with the did not and the infinitive, the interrogative of regular verbs is formed by did + subject infinitive.<sup>11</sup> According to Robbylou, Simple past

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<sup>7</sup>Anonymous, *Syllabus K13*, (Jakarta : Departemen Pendidikan Nasional, 2013),p.33-44

<sup>8</sup>Betty SchramferAzar, *Fundamentals English Grammar*, (New Jersey : Prentice hall, inc,1993),2<sup>nd</sup> ed p.42

<sup>9</sup>Douglas Bieber, *Grammar of Spoken and Written English*, (Edinburg : Longman, 1999),p.456

<sup>10</sup>Kamchuan and Kam Kai Hui, *Longman Dictionary of Grammar and Usage*, (Singapore : Addison Wesley Longman, Inc, 1999),P.297

<sup>11</sup>Thompson, *Uncovering Grammar*, (New York : Macmillan Publisher Limited,inc,2001),p.236

tense using to be was and were.<sup>12</sup> Sometimes simple past tense using modals indirect speech or past habit.<sup>13</sup> Although tense has been taught since the Elementary School, the students still can not apply tense rules. It is because the students are influenced by the mother tongue. It causes them do errors on it.

There are several problems experienced by the students in applying past tense. First the students have difficulties in using verb 2 . Second, they don't use was / were appropriately. Third, students apply wrong auxiliary and modals. The example of statement “ She have no husband”. Dulay stated that there are several types in taxonomy to know students's error. One of them is Surface strategy. Surface strategy refers to performance that is either in that is failure to utilize a non system correctly and error is a noticeable deviation from the native speaker, reflecting the inter language competence of the learner.<sup>14</sup> Strategy taxonomy highlights the way surface structures which are altered in specific and systematic ways. From the surface strategy, analyzing errors can underlie the students reconstruction of the new language. Thus, among the common errors are Omission Errors, Addition Errors, Misformation Errors, Misordering Errors.<sup>15</sup> It means that surface strategy taxonomy is highway to analyzing error, it can check our structure for be a correct sentences.

The research will present some previous researches that deal especially with error analysis (EA). The researcher comes from Ulfa's work entitled “ An Analysis of Student's Errors in Using Simple Past Tense in Writing Recount Text

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<sup>12</sup>Robbylou, *English Grammar and How to Use It*, ( Jakarta: English Plus,2005),p.33

<sup>13</sup> Thomson,Op.Cit.,p.195

<sup>14</sup>H.Dulay, M.Burt, M & S.Krashen, *Language two* (New York : Oxford University Press,1982),p.130

<sup>15</sup> Ibid.,p.150

based on Surface Strategy Taxonomy”. According to Ramli, he classified error into four errors, namely error at content: orientation, event and reorientation, error at vocabulary, error at grammar based on surface strategy.<sup>16</sup> The difference between previous study and current study is at content and vocabulary in recount text. This research will be discuss about error in using simple past tense in narrative text. The similarity is discussing error in term of grammar based on four kinds error in surface strategy taxonomy.

The second previous the researcher comes from Anggi’s work entitled, “An Analysis Of Students’ Error In Using Simple Past Tense In Writing Narrative Text At The Second Semester Of The Eight Grade Students At Smp N Satu Atap 7 Pesawaran In Academic Year 2019/2020”. He classified the errors into four types included addition, omission, misformation and misordering.<sup>17</sup>The difference between previous study and current study is at the object adn the result. This research will be discuss about error in students of eight grade and the result of the most and the least error of students error in surface strategy taxonomy.

Then the third previous the researcher comes from Herlina’s work entitled, “ Error Analysis In The Students Writing Narrative Paragraph At MTs Pajajaran Pamulang” . She concluded the common errors in using simple past tense and devided into two parts : regular verb and irregular verb.<sup>18</sup>The difference between

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<sup>16</sup>D. Ramli, *An Analysis on the Students’ Error in Writing Narrative Text*. Research Paper (Kalimantan: Universitas Tanjungpura Pontianak,2013).

<sup>17</sup> Anggi Rama Putra, *An Analysis Of Students’ Error In Using Simple Past Tense In Writing Narrative Text At The Second Semester Of The Eight Grade Students At Smp N Satu Atap 7 Pesawaran In Academic Year 2019/2020*, (Lampung : Universitas Islam Negeri Raden Intan Lampung, 2020)

<sup>18</sup> Herlina, *Error Analysis In The Students Writing Narrative Paragraph At MTs Pajajaran Pamulang*,(Jakarta : UIN Syarif Hidayatullah, 2011).

this research that, the research will be focus on students error in grammar especially simple past tense using into two parts, they are regular verb and irregular verb.

Based on the background above, the research entitled “An Analysis of Students’ Errors in Using Simple Past Tense in Writing Narrtive Text based on Surface Strategy Taxonomy at the Ninth Grade of First Semester at Madrasah Tsanawiyah Hasanuddin Teluk Betung Bandar Lampung in The Academic Year 2020/2021”.

## **B. Identification of Problem**

The problems of the study can be formulated as follow :

1. Many students had difficulties to put verb 2 (past tense) in the past sentences.
2. Many students had difficulties in using to be (was/were) in the past sentences.
3. Many students had difficulties to use auxiliary in the past sentences.
4. Many students had difficulties to understand modals in the past sentences.

## **C. Limitation of The Problem**

From the identification of the problem above, the research will be focused on An Analysis of Student’s Errors in Using Simple Past Tense in Writing Narrative Text based on Surface Strategy Taxonomy at 9<sup>th</sup> Grade of 1<sup>st</sup> Semester at MTs Hasanuddin Teluk Betung Bandar Lampung in Academic Year of

2020/2021.

#### **D. Formulation of The Problem**

Based on limitation above, the researcher would like to state the problem as follows :

1. What are kinds of errors made by students in writing narrative text based on surface strategy taxonomy ?
2. Why are students made errors in writing narrative text based on surface strategy taxonomy ?
3. How is percentage of student's errors in writing narrative text based on surface strategy taxonomy ?

#### **E. Objectives the Research**

1. To know the kind of error in writing narrative text based on surface strategy taxonomy.
2. To know the causes of student's error in writing narrative text based on surface strategy taxonomy.
3. To know the percentage of each kind of error in writing narrative text based on surface strategy taxonomy in students' writing.

#### **F. Uses of the Research**

The uses of this research are:

1. Theoretically : This result of the research is expected to be beneficial in improving the writers perception in Error Analysis and generally for anyone who is interested in writing and reading about Error Analysis field.

2. Practically : This research is to tell the students that writing is not only how students can express their thinking idea, but also they must practice to make sentences.

## **G. Scope of the Research**

1. Subject of Research

The subject of the research will be the students at First semester of Ninth Grade at MTs Hasanuddin Teluk Betung Bandar Lampung.

2. Object of Research

The object of the research is the students' errors in making Simple Past Tense in Narrative text.

3. Place of Research

The research will be conducted at MTs Hasanuddin Teluk Betung Bandar Lampung.

4. Time of Research

The research will be conducted at the first semester in the academic year of 2020/2021.

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Error Analysis

Learning a target language is a process which involves errors. Errors for the learner are something common in learning, but for the teacher errors are something that should be corrected. Learning a target language and making errors are inseparable. In the process of learning a target language, errors are inevitable. However, it is not something horrible for committing error in learning a language, any language, is something normal. Even, the errors can be important to both students and teachers.

Errors cannot always be easily identified and analyzed, it is important to know more about error analysis, and the explanation will be discussed in the following area:

##### 1. Definition of Error

Learning a target language is different from learning one's mother tongue. According to Harmer, "when second language learners make errors, they are demonstrating part of the natural process of language". In the process of learning a target language, it is possible that learners make some errors. Error can be a good part of learning when the teacher corrects it and the students know their errors because they can learn from their errors.

According to Harmer, Errors are part of the students' interlanguage that is the version of the language which a learner has at any one stage of development, and

which is continually re-shaped as he or she aims towards full mastery.<sup>19</sup> So it is a natural language learning that students make error when writing in English. The students hopefully can develop their knowledge from their errors. When the learner made errors, the teacher helped to correct them. It can help the teacher to give information whether the language learning process is successful or not.

James said that let's provisionally define a language error as unsuccessful bit of language.<sup>20</sup> So error could happen if the students are less in understanding and usage of the target language.

## 2. Definition of Error Analysis

The definition of Error Analysis came from James in his book, "Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language".<sup>21</sup> Another opinion comes from Selinker, "Error analysis is a type of linguistic that focuses on the errors learners make in producing the target language and the target language form itself".<sup>22</sup> Meanwhile, Brown defined error analysis as a study of learner's error which is based on the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal the system operating within the learners.<sup>23</sup>

When the students write in English, most of them are potential in making errors. It is something unavoidable since it is a natural process of language

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<sup>19</sup>Jeremy Harmer, *The Practice...* p.138

<sup>20</sup>Carl James, *Errors in Language Learning and Use : Exploring Error Analysis*, (London : Longman, 1998), p.1

<sup>21</sup> Carl James, *Error in Language Learning and Use*, (New York : Longman, 1998), p.1

<sup>22</sup> Susan M.Gass and Larry Setinker, *Second Language acquisition*, (New York : Routledge, 2008), p.102

<sup>23</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, 4<sup>th</sup> ED., (New Jersey : Prentice Hall Regents, 1994), p.218

learning. Error is related to the students' knowledge about the target language. Brown said, "An error is noticeable deviation from adult grammar of a native speaker reflecting the interlanguage competence of the learner."<sup>24</sup> Someone who is learning a foreign language can indicate his or her level of proficiency in learning foreign language by knowing his or own errors.

It can be concluded that Error Analysis was born because there were problems in learning a new language. The researcher will find errors because the learners have learned unsuccessful language. It shows that error analysis is a study dealing with language learner's error through the process of determining, analyzing and classifying the errors as the devices to know the system operating within the learners.

### 3. Distinction between Error and Mistake

Error and mistake are two different things. James mentioned that intention played a decisive role in the error and mistake definition. According to him, error is unintentionally deviant and is not self-correctible by its author. A mistake is either intentionally or unintentionally deviant and it is self-correctible by its author.<sup>25</sup> He adds that error cannot be self-corrected by the learner until further relevant input that has been provided and converted into intake by the learners. In other words, the learner needs to be provided the further relevant learning before they can correct themselves. Meanwhile, mistakes can be corrected by the learners by simply pointing out to him.<sup>26</sup>

On the other hand, Corder has another definition of error and mistake as

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<sup>24</sup> Ibid.,p.217

<sup>25</sup> James, *op.cit.*,p.78

<sup>26</sup> *Ibid.*,p.83

stated in James book. He upholds the competence versus performance distinction. According to him, mistakes are of no significance to the process of language learning since they ‘do not reflect a defect in our knowledge’ but are traceable to performance failure, such as memory lapses, spelling pronunciations, tiredness, strong emotion, etc. The learner is normally aware of them immediately and can correct them with more or less competence assurance. On the contrary, errors are everything that mistakes are not : they are significance, they do reflect knowledge; they are not self correctable and only learners of an L2 make them.<sup>27</sup>

Based on the definition above, it can be said that error is systematic deviance which is made by learner intentionally. It reflects his knowledge since it is not caused by performance failure, and it cannot be self corrected by the learner. Meanwhile, mistake is not systematic deviance which is made by the learner either intentionally or unintentionally. It is caused by performance failure, such as fatigue, memory lapses, etc., and it can be self corrected by the learner.

#### 4. Cause of Error

In the learning process, it is possible the learner do errors. It is caused for many factors. Hubbard wrote three major causes of error there are mother–tongue interference, overgeneralization, errors encouraged by teaching material of method.<sup>28</sup>

##### a. Mother-Tongue Interference

Although young children appear to be able to learn a foreign language quite easily and to produce new sounds very effectively, most older learners experiene

<sup>27</sup>*Ibid*, pp. 78-79

<sup>28</sup>Peter Hubbard , et al., A training Course for TEFL, (Oxford : Oxford University Press,1983),p.134

considerable difficulty. The sound system (phonology) and the grammar of the first language themselves on the new language and this leads to a “foreign” pronunciation, faulty grammatical patterns and occasionally to the wrong choice of vocabulary.

#### b. Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner . It claims that learner process new language data in his mind and produces rules for its production, based on the evidence.

#### c. Errors Encourages by Teaching Material or Method

Errors in second language may appear to be inducing by the teaching process itself. Error is evidence of failure, of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error. However, it might be salutary for us to bear in mind the possibility of some of our students’ errors being due to our own teaching.

### 5. Types of Erros

According to Corder that given the classification of errors . He classified the errors into four main categories , they are:<sup>29</sup>

#### a. Omission

Error of omission is where some element is omitted which should be present. In other word, omission errors occur when learners omit necessary items from an utterance.

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<sup>29</sup>James, op.cit.,pp. 91-114

#### b. Addition

Error of addition is where some element is present which should not be there it is the opposite of omission error. Learners do not only omit element which they regard as redundant but they also add redundant element.

#### c. Selection

Error of selection is where the wrong items has been chosen in place of the right one.

#### d. Misordering

Error of ordering is where the elements presented are correct but wrongly sequenced.

Meanwhile, Dulay gave his point of view about the types of error. He said that there are three types of error.<sup>30</sup>

#### a. Error Based on Linguistic Category Taxonomy

Many error taxonomies have been based on the linguistic item, while is effected by an error, these linguistics category taxonomies classify errors according to either or both the language component and particular linguistic constituent the error effects.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the element that comprises each language components. For example, within syntax one may ask whether the error is in the main or subordinate clause; within a clause, which constituent is affected, e.g. the

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<sup>30</sup>Heidy Dulay, *Language Two* (New York : Oxford University Press, Inc, 1981),pp.146

noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjective and so forth.

#### b. Error Based on Surface Strategy Taxonomy

The classification of the error in this research divided into some aspect as noted by Dulay based on the surface taxonomy strategy. The classification based on the surface taxonomy strategy included the error of omission, error of addition, error of misformation, and error of misordering.<sup>31</sup> The research will be focused on the error of grammatical features in writing narrative text. The error consisted of error in use the simple past tense, the proper noun and the time connective.

#### 6. The Goal of Error Analysis

According to Gass “the goal of error analysis is clearly one of pedagogical remediation”.<sup>32</sup> It implies that the aim of error analysis is evidently education remedian. Norris states that “error analysis can give a picture of type of difficulty learners are experiencing. If carried out on a large cale such a survey, it can be helpful in drawing up a curriculum”.<sup>33</sup> It means that error analysis can give benefit information to fix students’ problems in learning English. It can indicate problems to a big group or a particular group.

Moreever, Krashen make a clear purpose of error analysis. According to them, there are two major purposes of error analysis :

a. It provides data from which inferences about the nature of the language learning process can be made.

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<sup>31</sup>*Ibid*, p.154-162.

<sup>32</sup>Gass and Selinker, *op.cit.*,p.103

<sup>33</sup> John Norris, *Language Learners and their Errors*, (London : Macmillan Press, 1983)

b. It indicates to teachers and curriculum developers which part of the target language students have most producing correctly and which error types detract most from a learner's ability to communicate effectively.<sup>34</sup>

## **B. Surface Strategy Taxonomy**

This research utilized the surface strategy taxonomy that was proposed by Krashen in analyzing the errors committed by the students. The surface strategy taxonomy consists of four elements which are :

### a. Omission

Errors categorized as 'omissions' are sentences that do not contain some elements that must exist in the sentences. For example , the sentence 'My mother a teacher' instead of 'My mother is a teacher' that complies with the structure of good English grammar by having copula 'is'.

### b. Addition

Error of addition is the opposite of the omission. This errors happens due to the occurrence of element that does not need to exist. There are three types of errors on addition : first, addition due to double markings. For example : 'He didn't went to Kuala Lumpur' and 'She doesn't knows your name'. Second, addition due to regularizations. For example : 'She putted the book on the table' and 'Those childs are my neighbour'. Third, addition due to simple addition. For example : 'The birds doesn't live in the water' and 'We stay in over there'.

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<sup>34</sup>Dulay, *Op.cit.*,p.138

### c. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance.

### d. Misformation

Error of misformation is marked by the use of wrong morphemes and structures where the user is using one grammatical form in place of another grammatical form. In this case, a learner provides a sentences which is grammatically incorrect in English. For example: 'The dog eated the chicken'. Misformation also has three types of errors, they are : a). regularizations when a learner uses regular and irregular types of words in a wrong place. For example: 'runned' for 'run' , 'gooses' for 'geese'. b). archi – forms : The choice of a class form to represent or describe another class form in different situation. For example: 'that house is mine', 'that houses are theirs'. c). alternating forms : In this case , the learner has mistakenly used some form alternatively but it result in producing a wrong word . For example : 'Those dog', 'This cats' , 'the use of he instead of him'.<sup>35</sup>

## C. Simple Past Tense

Simple past tense is a tense that often used in writing narrative texts. The students need to understand the structure and how to use it correctly in writing a narrative text.

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<sup>35</sup>H. Dulay, M.Burt, M & S. Krashen , *Language two* (New York : Oxford University Press, 1982), p.140

### 1. Concept of Simple Past Tense

Some expert define the simple past tense with many ways. Azar said “simple past tense indicates that an activity or situation began and ended at particular time in the past”.<sup>36</sup> Douglas in Grammar of Spoken and Written English stated that, “Past tense most commonly refers to past time via some past point of reference, especially in fictionally narrative and description, where the use of the past to describe imaginary past happening is a well established convention”.<sup>37</sup> This opinion is supported by the statement of Azar in her book, Fundamental English Grammar that “The simple past is used to talk about activities or situations that began and ended in the past.”<sup>38</sup>

### 2. The Use of Simple Past Tense

In making a narrative text, the tense used is simple past. This is related with the purpose of the narrative text which is story telling past events. The understanding on the grammatical features in every kinds of text is absolutely needed by the student to make a good writing.

### 3. The form of Simple Past Tense

English verbs are devided into two classes ; they are regular form and irregular form. These classifications come from the way the verb forms, its simple past and past participle. Regular verbs have predicate tense form, ied or –ed is added to the

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<sup>36</sup> Betty SchramferAzar, *Fundamentals English Grammar*, (New Jersey : Prentice Hall, inc, 1992),2<sup>nd</sup> ed. p.42

<sup>37</sup> Douglas Bieber al., *Grammar Spoken of Written English*, (Edinburg : Longman , 1999), p, 456

<sup>38</sup>Betty SchramferAzar,*op.cit.*,p.42

end of the base form.<sup>39</sup>

- Yesterday I worked in Jakarta
- He agreed about the price
- He applied a job in a Malaysian company

According to Mahmud in *English for Muslim University Students* argued that “Simple past tense is formed with past form of the verbs which may be either regular, e.g. by adding-ed to the infinitive or irregular must be learned in each case.<sup>40</sup>

Martinet said , “The simple past tense in regular verbs is formed by adding ed to the infinitive, verbs ending in e only added by d, the negative of regular verbs is formed with, the did not (didn’t) and the infinitive, the interrogative of regular verbs is formed by did +subject infinitive.”<sup>41</sup>

## D. Writing

### 1. Definition of Writing

According to Stubbs “Writing as a physical act, it requires material and energy. And like most physical act, to be performed fully, to bring pleasure, to both performer and audience, it requires practice.<sup>42</sup>

In writing, writers are asked to present their works powerfully ; they have no make the readers satisfy with their writing. It is important for writers doing

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<sup>39</sup> KamChuan and Kam Kai Hui, *Longman Dictionary of Grammar and Usage*,(Singapore Addison wesley Longman, Inc, 1999), p.297

<sup>40</sup>Nasrun Mahmud, *English for Muslim University Students*, (Jakarta:PT.SiwinaktiDrma, 2003),p.88

<sup>41</sup> Thompson and Martinet,*op.cit.*,p.161

<sup>42</sup>Barnet and Stubbs’s, *Practical Guide to Writing*, (Canada : Brown company,4<sup>th</sup> edition, 1983),p.3

practice to improve their writing skill, not only that they also have to expand their knowledge to develop their skill in writing because more knowledge is for better writing.

Based on Chooper, “Writing makes a special contribution to the way people think. When we write, we compose meanings, we put together facts and ideas and make something new”.<sup>43</sup> It means that writing can make people reconstruct their thought, and then they will make new thoughts through facts and ideas that have occurred; they try to combine and compare both of them until they are getting new conclusion as a new thought.

In addition, Raymond said that “Writing is more than a medium of communication. It is a way of thinking as well. Writing is a way of finding out what we need to learn. Spoken words disappear as soon as they are spoken, but writing freezes our thought, makes them visible and permanent so we can examine and test their quality. Writing is also a way of learning. None of us can write much of interest without thinking, probing, observing, asking questions, experimenting, and reading.”<sup>44</sup> To sum up, writing can be said as a media for students to develop their language skill because from writing they can use their knowledge of the target language that they have been learn. Writing is the most difficult skill because it combines receptive skills and productive skills. Writing is also the way to make spoken language permanently.

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<sup>43</sup> Rise B. Alexander and Charle R. Chooper, *The ST. Marline's Guide to Writing*,(Boston : Houghton Mifflin Company, 1986),p.1

<sup>44</sup>James C. Raymond, *Writing is an Unnatural Act*, *Harper & Row Publisher*, (New York, 1980),p.2

## 2. Kinds of Writing

Generally, there are three kinds of writing, those are free writing, controlled writing, and guided writing as explained by experts below :

### a. Free Writing

According to Legan, “Free Writing is just sitting down and writing whatever comes to your mind about a topic.”<sup>45</sup> This opinion also almost the same as Peter and Pat sid “Free Writing means writing privately and writing without stopping. Just write whatever words come to your mind or whatever you want to explore as this moment”.<sup>46</sup> It means that in free writing, the students just write anything what they want to write, without worrying about about spelling or grammar, and do not stop until they run out of something to say in their writing.

### b. Controlled Writing

Based on Raines who stated that “Controlled writing is all the writing your students do for which a great deal of the content and or form supplied”.<sup>47</sup> She also explained that in controlled writing, the students are focused on getting words down on paper and in concentrating on one or two problems as a time, and the technique which is considered by her is the students are given a task to work such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

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<sup>45</sup> John Lagan, *Sentence skills : work book for writers*, (Boston : McGraw-Hill, 2000),p.6

<sup>46</sup> Peter Wilbow and Pat Belanoff, *A Community of Writers : A Workshop Course in Writing*, 3<sup>rd</sup> Ed, (Boston : McGraw-Hill, 2000),p.6

<sup>47</sup> Ann Raines, *Technique in Teaching Writing*, (New York : Oxford University Press, 1983),p.95

## E. Types of Text

According to James A.W. Heffernan and Jhon E. Lincoln in their book “Writing A College Handbook”, there are three types in writing development:

### a. Description

Description is writing about the way persons, animals, or things appear. It normally takes one of three forms. Description is divided into three parts :

#### 1. Informative description

An informative description simply enables the readers to identify an object.

#### 2. Analytical or Technical Description

An analytical or technical description enables the reader to understand the structure of an object.

#### 3. Evocative Description

Evocative description re-creates the impression made by an object. It can appeal not just to the eye but to all the other senses.

### b. Narration

Narration or story telling is writing about a succession of events. The simplest kind of narration follows chronological order : the order in which the narrated events actually occurred or could have accrued. The writer can use events out of the chronological. It means that the writer uses the flash back story.

### c. Exposition

Exposition is writing with a referential aim. It seeks to explain someone or something in the world outside the writer. The exposition gives the reader

information or explains something.<sup>48</sup>

#### d. Recounts

Recounts are retelling of past events. They are usually written as a series of events in the order in which they happen. The purpose to reconstruct past events by retelling them in the order in which they occurred. Literary recount also has the purpose to entertain<sup>49</sup>.

#### e. Procedures

Procedure give us instructions about how to do or make something. The purpose to tell how to do something, e.g. instructions, directions or rules.<sup>50</sup>

### F. Narrative Text

#### 1. Understanding of Narrative

Narrative is one of the texts that is widely known in written or spoken form. Besides, narrative is kind of text that could be enjoyed by all people. Based on Barthes , he said that “narrative is present in every age, in every place, in every society.”<sup>51</sup> It means that there are no limits on age, place, class or human group , everybody has freedom to enjoy narrative.

According to Pardyono , narrative is text that tells activity or event in the past, show problematic experience and resolution, and aims to entertain often

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<sup>48</sup>James A.W Heffernan & John E. Lincoln, *Writing a College Handbook*, (W.W Norton & Company, 1982),p. 422-424

<sup>49</sup> Jane Cavanagh,*Text Type* (Sydney:Dubbo School of Distance Education,1998), p.6

<sup>50</sup> Ibid., p.30.

<sup>51</sup>Paul Hazel,(2007) ,”*Narrative : An Introduction*“, (Swansea Institute of Higher Education),pp.1

times means to give moral lesson to readers.<sup>52</sup> From the statement it shows that narrative is kind of retelling story that has problems experience and it will be resolved in the resolution. Besides, the story includes some events which are presented to amuse and give moral lesson to the readers.

In addition, narrative text is organized according to time order or chronological .<sup>53</sup> It means narrative text is written by sequence and organizing. It is arranged to make readers understand the time of events that occur in the story. Narrative text commonly contain linking and signal words to make order of the events clear. There are examples of signal words that commonly used in narrative text : one upon a time, long time ago, yesterday, tomorrow, then, after that, finally and so on.

From all those statement , the definition of Narrative text can be synthesized as a text for telling story in the past by organizing that has problem experience and resolution in the end of story, and it aims to entertain and give moral lesson to the readers.

## 2. Types of Narrative Text

According to Kathy said that there are many types of narrative text. They are humor, romance, crime, real-life fiction, historical fiction mystery, fantasy, science fiction, diary-novels, and adventure.<sup>54</sup> The definition of there types come from the writer's understanding.

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<sup>52</sup>Rodearta Purba, (2018), *“Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique”*, *Advances in Language and Literary Studies (ALLS)*, Vol9 (1),pp.29

<sup>53</sup> Maria Arina Luardini and Natalina Asi, (April 2014), *“ An Analysis of Linguistic Competence in Writing Texts by Teacher in Palang Raya”*, *International Journal of English and Education*, Vol 3 (2), pp. 82

<sup>54</sup>Anderson, *Text Types in English 2*, Op.cit.,p.8

- a. Humor, the aims to make the audience feel pleasure and enjoy, even laugh by story.
- b. Romance, it usually tells about love story or focus on relationship between to people or more.
- c. Crime, it is genre of fiction deal with crime and the readers kept guessing clues that given in the story.
- d. Real-life fiction, it is genre of story that might happen to people in real life.
- e. Historical fiction, the story which tells about event in the past. It tells about history of country that could be real or not .
- f. Mystery, it tells about horror story and builds the readers' fright
- g. Fantasy, the story which could not occur in real life because plot of the story involves supernatural or magic.
- h. Science fiction, the story which often tell about science and technology of the future.
- i. Diary-novels , it is a book or novel written like diary.
- j. Adventure, it tells of exciting journey of experience .

### 3. Generic Structure of Narrative Text

Narrative text consist of generic structure that can be provided as follow :

#### a. Orientation

This is the part in which the narrator tells the readers about who is in the story, when the story is taking place and where the action is happening. In other words, orientation introduces the setting in time and place, and characters. It can also be called as introductory part of a story . So the reader can figure put what

will happen next and who are involved in it.

b. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. It becomes the beginning problem that builds the story and preface to the climax.

c. Climax

Climax is the part of narrative text that the conflict or tension hits the highest point. In other words, it could be say as the problems which lead to the crisis. In general, climax is in complication of the story.

d. Resolution

This is the part that can be found in the end of the story. In this part, the characters of story find a problem solving of the event. The problem is resolved, either in a happy ending or in a sad ending. In some narratives, the narrator includes the part which is called by 'coda' if there is a moral or message to be learned from the story.

4. Language Features of Narrative Text

a. Using noun

b. Using adjective to describe the appearance of characters. For example : beautiful girl, brave man, etc

c. Using adverb of time and place. For example : Adverb of time :once upon a time, one day, long time ago. Adverb of place : in the forest, in the sea

d. Coordinate conjunction, such as : and, but

e. Temporal conjunction, such as : then, next, after that

f. Using Past Tense ( Simple Past Tense : S + V2 + complement)

5. Model of a Narrative text

### Snow White

**Orientation:**

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead

**Complication:**

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

**Resolution:**

Then she saw this little cottage. She knocked but no one answered so she went inside and fell a sleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally snow white and the 7 dwarfs live happily ever after.

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