

**AN ERROR ANALYSIS OF THE STUDENTS' NARRATIVE
TEXT IN USING SIMPLE PAST TENSE**

A RESEARCH PAPER

Submitted to the English Education Study Program
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STATEMENT

The writer hereby certify that this research paper entitled” An Error Analysis of the Students’ Narrative Text in Using Simple Past Tense” is completely the writer own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree of Diploma in any University or Institution. The writer fully aware that the writer have cited some statements and ideas from many sources, and all of the citations are properly acknowledge. If any claims related to this paper persist in the future, the writer will be fully responsible for the clarification.

Cimahi, June 2016

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ABSTRACT

English is a foreign language, that is why students usually find some difficulties in learning English. The difficulties can result an error so, the objectives of the research entitled “An Error Analysis of the Students’ Narrative Text in Using Simple Past Tense” is to identify how many errors the students made in using simple past tense, and to classify the type of errors that the most and the least frequently made in the students’ narrative text in using simple past tense. This research uses qualitative research method. The subject of this research is 14 of the first grade students at MA Nurul Iman in academic year 2015/2016. The instrument of the research is writing test in using simple past tense. The collected data are analyzed and interpreted based on the type of errors Surface Strategy Taxonomy by Dulay’s theory (1982). The results of data analysis showed that the totals of errors made by the students were 82. Based on the data analysis the most frequently that the students made were misformation type and the least frequently error that the students made were addition type.

Keywords: *Error Analysis, surface strategy taxonomy, Simple Past Tense*

PREFACE

Alhamdulillahirabbil'alamin, Praise to be Allah SWT for the guidance and bless to the writer in completing this research paper entitled "An Error Analysis of the Students Narrative Text in Using Simple Past Tense." This research paper is written to meet the requirement for finishing the study at the English Education Study Program of STKIP Siliwangi Bandung to obtain *Sarjana Pendidikan* Degree.

The writer would find it difficult to get this work done without academic and psychological guidance from some lecturers. For that reason, there is no other word but deep and profound gratitude for their assistance. The writer considers that the writer will take many lessons from producing this research paper. The writer does apologize for the writer entire attitudes during the supervision phases.

Further, the writer realized that criticism and positive suggestions are needed for better improvement of this research paper. Finally, the writer entirely hopes this research paper to be useful for many people.

Cimahi, June 2016

Yayang Yulian

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The writer,

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Motto:

“What you are doing now is never bigger than what God is planning for you. So, never despair. Work hard and diligently, in honesty and in sincere efforts to serve others. God will do what you can’t do, and will empower you to do things greater than what you can possibly do. God is the enabler of your dreams. And may today God empower you to become stronger than what you have been afraid of, so that you can lead a freer and more productive life”

(Mario Teguh)

CHAPTER 1

INTRODUCTION

In this chapter, the writer explains background of the research, statement of the problem, objectives of the research, significance of the study, limitation of the problem, method of the research, clarification of the terms, and organization of the paper.

A. The Background of the Research

English is an international language, because it is used by the people in the world as the first, the second or foreign language. Baker (2001:6) claims there are four basic English language skills, namely: speaking, listening, reading, and writing. Johnstone, Ashbaugh, and Warfield, (2002:94) also claims writing is one of the four basic skills. It is generally considered one of the most difficult of the other skills for foreign language students.

One thing that usually makes it difficult to learn a foreign language correctly and acceptably is that one language has a different system from another. We know that the system of English is different from Indonesian. It causes the Indonesian students find some difficulties in learning English. The difficulties can result in an error. Certainly, the misunderstanding in using language in our communication should be avoided by us. One of the ways to do successful communication is that we have to try not to make grammatical errors in our written sentences or speeches.

Therefore, everyone needs to learn grammar that is generally accepted and practiced by most people who speak the language.

There are many kinds of English grammar that is taught and learn by the students. Simple past tense is one of the lessons in English grammar that is taught and learnt by the first year students, but it is still found errors in doing items of simple past tense. Hendrickson (1980:55) states:

“Many language educators have proposed that foreign language teachers should expect many errors from their students and should expect those errors as a natural phenomenon integral to the processes of the pattern clearly and also examples that are related to the material.”

The simple past tense talk about things that happened in the past and the simple past tense is usually made by adding ed to the verb (Sargean, 2007:65). We often use the past simple for single complete events and past states (Foley&Hall, 2008:55). An error is fault which result from incomplete knowledge. In other words, an error is a systematic deviation due to the learner's still-developing knowledge of the SL rule system or an error is a competence-based deviation (Kaswan, 2010:46). Errors are the flawed side of learner speech or writing.

Many students can mention grammar rules, but they have difficulties in applying them. The students fail to grasp the function and understand appropriate context teach to the students. This problem may be encountered by other students in learning English. In fact, there are some senior high school students are still difficult in use of simple past tense. From above, the writer is interest in a study that analysis the students' errors in using simple past tense in the senior high school level.

B. Statements of the Problem

Based on the background above, the problems of the research are formulated into these following questions:

1. How many errors that the students made in using simple past tense?
2. What is the most frequent type of errors that the student made in using simple past tense?

C. Objectives of the Research

Based on the problems statement above, the objectives of the research are formulated into these following objectives:

1. To identify how many errors that students made in using simple past tense.
2. To classify the most frequent the type of errors that the students made in using simple past tense.

D. Significance of the Study

The writer expects that this study would be useful for:

1. The Teacher
 - Teacher knows the errors usually made among students on the use of simple past tense.
 - Teacher would be able to predict the errors that probably will happen to the students so that he will be able to overcome the troubles.

2. The Students

The writer hopes the students would be able to do simple past tense items well and improve the students' mastery of simple past tense.

E. Limitation of the Problem

In this paper, the writer limits the study to identify how many errors made by students in using simple past tense, and to classify type of error the most and the least frequent made by the first grade of students narrative text in using simple past tense at MA Nurul Iman.

F. Method of the Research

This study employ qualitative study, the writer uses test as the instrument. First is documentation in the form of student's work in writing text and then the writer analysis, According to Crowl (1996:16), "qualitative methods are used to examine questions that can best be answered by verbally describing how participants a study perceive and interpret various aspect of their environment." Although this study employed qualitative research method, this study uses simple statistic such as table to support the description.

G. Definition of the Terms

To avoid misunderstanding of the concept uses in this study, it is necessary for the writer to provide some clarification of the terms use in this study. Those are:

1. Error: breaches of the code, meaning, they are against the grammatical rules of the language and result in unacceptable utterance (Corder,1973:257).
2. Analyze: to identify the separate parts that make it up (this corresponds roughly, to the notion of learning is to place), to determine the relationship among the parts and to discover the relation of the parts to the whole (Kenney, 1966:5).
3. Simple past tense: a part of grammar lesson which indicates that an activity or situation began and ended at particular time in the past (Azar, 1989:25)

H. Organization of the Paper

This paper consists of five chapters, those are:

CHAPTER I – Introduction includes the background of the research, statements of the problem, objectives of the research, significance of the study, limitation of the problem, method of the research, clarification of the terms, organization of the paper.

CHAPTER II – LiteratureReview includes error, error analysis, tenses, simple past tense, Narrative text.

CHAPTER III – Research Methodology includes research method, participants of Study, research instrument, procedures of the research, research data analysis.

CHAPTER IV – Findings and Discussion includes data collection, the result of analysis, discussions.

CHAPTER V – Conclusion and Suggestions includes conclusion, suggestions.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the writer provides the review of some literatures it includes error, error analysis, tenses, simple past tense and narrative text.

A. Error

1. Definition of Error

Human learning fundamentally need a process which also involves the making of mistakes, especially in using language either speech or writing from children. Dulay (1982:138) states that teachers who have waged long battles against their students' language errors have come to realize that making against are an inevitable part of learning. It is almost impossible, for someone learns a language without committing any errors.

Meanwhile Brown (1994:218) defines "error analysis as a study of learners' 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."

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 learning. Error is related to the students' knowledge about the target language.

2. Types of Error

The classification of errors is given by Corder (1981:36) he classifies the errors into four main categories. They are:

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.

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 item 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 (1981:146-192) give his point of view about the types of error there are.

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

b. Error Based on Surface Strategy Taxonomy

Surface strategy taxonomy highlight the ways surface a structure is altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may misinformation items (selection) or miss order them (misordering).

According Dulay (1982:138) explained that this error type explains on how the surface structure change. It is possible for language learners to omit and distort sentence item they create or maybe they add unnecessary sentence item in the sentence. Generally this type of error can be classified as follows:

1. Omission

Omission errors are characteristic by absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others.

For example: *we will taken our exam*. The sentence must be *we will have taken our exam*

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well-formed utterance.

For example: *the fishes has not live in the oil*. The right answer is *the fish has not live in the oil*.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors happen unconsciously. On the other hand, misformation errors happen consciously. The students supply something, although it is incorrect.

For example: *it is an pencil*. This sentence should be *it is a pencil*

4. Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. For example: *I don't know what that is?*

From collaboration the writer uses these categories of error to classify the error constructions which is made by the students.

3. The Causes of Error

In errors analysis, the important part is to know the source of errors which are made by students. According to Ellis (1997:19), the sources of error are:

a. Omission

For example, they leave out the article **a** and **the** and leave the-s off plural nouns.

b. Overgeneralization

The example, the use of **eated** in place of **ate**.

c. Transfer

Transfer is reflecting learners' attempts to make use of knowledge. For

Example, the no what-what refers to its ok.

In addition, Ellis and Barkhuizen(2005:65) classify the source of error into two: interlingual and intralingual transfer. This is the classifications:

a. Interlingual transfer

Interlingual transfer means interference from learners' mother tongue. The clearest proof of mother tongue interference is when L1 nonstandard features get transferred to L2. For example, an Indonesian learner says **I have a book blue*. This error is caused by interlingual transfer. The student is interfered by his native language that is Indonesian language, in which an adjective comes after the noun it modifies. Hence, he produces such error.

b. Intralingual transfer

Intralingual transfer means the transfer which occurs within the target language itself. For example, an English language learner produces an utterance like the following: **He goed to the market two days ago*. In this case, the learner has known that in English, an action done in the past should be written in the past form which is usually characterized by the suffix -ed. He has not known that *go* is an irregular verb. Therefore, he simply put -ed after the verb *go*.

The writer thinks that those sources of error are generally affecting the students committing the errors.

B. Error Analysis

1. Definition of Error Analysis

The definition of Error Analysis according James (1998:1) in his book, “Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.”

Another opinion comes from Gas and Selinker (2008:102), “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”.

Meanwhile, Brown (1994:218) defines error analysis as a study of learners’ 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.

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 learning. Error is related to the students’ knowledge about the target language.

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2. The Goal of Error Analysis

According to Selinker and Gass (2008:108) “the goal of error analysis is clearly one of pedagogical remediation”. It implies that the aim of error analysis is evidently education remediation.

Meanwhile Norris (1983:11) “error analysis can give a picture of type of difficulty learners are experiencing. If carried out on a large scale such a survey, it can be helpful in drawing up a curriculum”. 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.

Moreover, Dulay, Burt, and Krashen (1981:138) make a clear purpose of error analysis. According to them, there are two major purposes of error analysis:

1. It provides data from which inferences about the nature of the language learning process can be made.
2. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively.

Error analysis is very useful for students and teachers in learning a target language. The teachers can make a prevention in the same error in order the students do not repeat it.

C. Tense

1. Definition of Tense

Tense commonly refers to the time of the situation which relates to the situation of the utterance or at the moment of speaking.

There are some definitions of tense. One of them is as stated by Nordquist (2015) “: *tense* is the time of a verb action or state of being, such as present or past.”

In addition, Sinclair (2007:31), the tenses of the verb is the form that shows the time of the action.

Moreover, Wishon and Bark (1980:192) state that tense means time. However, it should be pointed out that time is relation to action is a concept that exists in the mind of speakers, reader or listeners. Tense, in actual range, refers consistently only to grammatical form often tense and time do not correspond at all.

Thus, tense is use to show the relation between the action or state describe by the verb and the time, which is reflect in the form of the verb.

2. Types of Tense

Tenses are uses to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. There are two basic tenses in English; the present tense and the past tense. The present is like the base form, although the verb of the third person singular is added-s. Regular verbs are added **ed** or **-d** to show the past tense, while irregular verbs change in many different ways, or not all in some cases.

According Langan (2003:188) the time that a verb shows is usually called tenses. The most common tenses are the simple present, past and future; in addition, there are nine or other tenses that enable to express more specific idea about the time.

Furthermore, Azar (1989: 2-7) stated in more detailed overview the English tenses as the simple tense. The progressive tenses, the perfect tenses, and the perfect progressive tenses.

There are four types of verb tense in English: the simple, the continuous, the perfect, and the perfect continuous. Each type of tenses has a present, a past, and a future form, as well as other modal forms.

Thus just as there are four present tense in English there are also four past tenses: the simple past, the simple past, the past continuous, the past perfect, and the past perfect continuous.

Based explanation above, the writer concludes that there are twelve verb tenses, and examples of each tense. They are:

Table 2.1
Example of Tense

Tenses	Examples
Present	Bandung is in West Java.
Past	Handra were late to school yesterday.
Future	I will be playing tennis at 10 am tomorrow.
Present Perfect	He has driven his car for seven hours.
Past perfect	Sinta did not have any money because she had lost her wallet.
Future perfect	My sister will have graduated by the end of this month.
Present Continuous	The teacher is teaching his students right now.
Past Continuous	She was sleeping when you called her.
Future Continuous	I will be being a professional English teacher.
Present perfect Continuous	Jenifer has been watching too much television lately.
Past perfect continuous	Dina has been sleeping for two hours before his mother woke her up.
Future perfect continuous	We will have been waiting long.

The perfect tense are form by adding have, has or had to the past participle (the form of the verb that ends, usually, in –ed). The continuous tense are form by adding am, is are, was, and were to the present participle (the form of verb that ends in –ing). The perfect progressive tense are formed by adding have been, has been, or had been to the present participle.

D. Simple Past Tense

1. Definition of Simple Past Tense

Some grammarians define the simple past tense with many ways. Azar (1992:24) said “simple past tense indicates that an activity or situation began and ended at particular time in the past”. Bieber and friends (1999:456) 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”. This opinion is support by the statement of Azar (1992:42) in her book, *English Fundamental Grammar* that “the simple past is used to talk about activities or situations that began and ended in the past (e.g yesterday, last night, two days ago, in 1990)”.

Example,

- a. I studied English last night.
- b. She visited me two days ago.
- c. My sister was born in 1990.

Based on the definition above, it shows that the simple past tense is used to express a definite event in the past. And also the simple past is used to define the situation in the specific time. The simple past shows the situations or activities that began and ended in the past.

2. The Form of Simple Past Tense

a. Form of the simple past tense with regular verb

Regular verb is formed the past verbs by adding (d/ed) to the infinitive.

- 1) Verb ending in-e, add-d: e.g. phone/phoned, smile/smiled. This rule applies equally to agree, die, lie, invite, etc.
- 2) Verb not ending in-e add -ed: e.g. ask/asked, clean/cleaned, follow/followed, kill/killed, visit/visited, etc.
- 3) Verb spells with a single letter followed by a single consonant letter double the consonant: beg/begged, rub/rubbed, stop/stopped, plan/planned, slip/slipped, etc.
- 4) In two-syllable verbs the final consonant is doubled when the last syllable contains a single vowel letter followed by a single consonant letter and is stressed: prefer/preferred. Compare: 'benefit/benefited, 'differ/differed and 'profit/provided which are stressed on their first syllable and which therefore do not double their final consonant. In American English labeled, quarreled, signaled and travelled follow the rule. In British English labeled, quarreled, signaled and travelled are exceptions of the rule.

5) Verb ending in y there are two rules to change. When there is a consonant before y, y changes to i before we add -ed: e.g. carry/carried, deny/denied, fry/fried, try/tried. Compare: delay/delayed, obey/obeyed, play/played, etc. which have a vowel before-y and therefore simply add -ed in the past.

b. Form of the simple past tense with regular verb

Unlike regular verb, irregular verbs (about 150 in all) do not have past form that can be predicted:

- 1) A small of verbs have the same form in the present as in the past: e.g. cut/cut, hit/hit, put/put. It is important to remember, particularly with such verbs, that the third person does not change in the past: e.g. he shut (past): he shuts (presents).
- 2) The past form of most irregular verbs is different from the present: Bring/brought, catch/caught, keep/kept, leave/left, lose/lost.

3. The Uses of Simple Past Tense

When the students learn Indonesian Language, they did not find the tenses, but when they study English, they will find the tenses. This will be a big problem for them. Therefore, they have to be able to distinguish every tense in English, especially simple past tense. Based on the writer's experience in teaching, sometimes it will be difficult to differ between simple past tense and present perfect tense in usages.

In addition, Thomson and Martinet stated that the simple past tense is used for express:

- a. Completed action in the past at a definite time. It is use for actions completed in the past at a definite time, it is therefore used for a pat action when the time is give, for example: *I met him yesterday*, or when the time is asked about, for example: *when did you meet him?*, or when the action clearly took place at the definite time even though this time is not mentioned, for example: *I bought this car in Jakarta*.
- b. Action that occupied or occurred at a moment period of past time now terminated. It is used for an action whose time is not given but which occupied a period of time now terminated, for example: *She lived in Roma for a long time*, or occurred at a moment period of past time now terminated, for example: *My grandmother once saw Queen Victoria*.

- c. Past habit action

The simple past tense is also used for a past habit, for example: *he always drank wine*.

- d. Unreal past.

The use of simple past tense is used in conditional tense that is use unreal past after it and tough so forth. Meanwhile, Frank (1972:73) also gives the similar statements about the use of the past tense.

The past tense may refer to:

1. One event completed in the past:

I **saw** him last night.

They left two hours ago.

The word ago requires the use of the past tense, even if the time indicated comes almost up to the present.

2. Repeated events completed in the past and no longer happening:

When I was young, I **went** swimming every day.

3. Duration of an event completed in the past:

He **lived** in New York for thirty years and then he decided to return to France.

In addition, Mahmud (2005:69) said that “the simple past tense refers to a complete action, activity or state that happened or that was true at certain point or at a certain period of time in the past.”

Based on the above discussions, the writer concludes that the usages of simple past tenses are for stating the activities or events that have start and finish in the past. So, there is a particular time when someone or people doing the activities. Usually, there is the specific time signals such as, *last*, *...ago*, *yesterday*, and so on. Sometimes, the students get confused when the time they have to use the simple past tense.

E. Narrative Text

1. Definition of Narrative Text

Narrative is a story. Narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened at work or in school.

Dietsch (2003:123) says “narration is used not only in fiction writing but also to relay news of a neighborhood or news of a nation, to share research data, to write reports and other documents”.

In addition, Hogins (1978:66) state “narration tells story, the story of a sequence of events. Something happens over period of time”. Meanwhile Axelrod and Cooper (1985:386) give their opinion about narration, “narration is a basic writing strategy for presenting action. Writers use narration for a variety of purposes: they illustrate and support their ideas with anecdotes, entertain readers with suspenseful stories, predict what will happen with scenarios, and explain how something should happen with process narrative.”

Based on discussions above, the writer concludes that narrative writing is a writing which tells about the story of events in a period of time. Narrative writing is not only about fiction writings, but also about scientific writing can be written in a narration. It presents action with variety of purposes.

2. The Purpose of Narration

Every kind of writing has a purpose, narration also has a purpose. According to Clouse (2003:160), “obviously, a narration can entertain because a good story can amuse readers and help them forget about themselves for a time”. This statement is supported by Anderson (1977:3), said that “the purpose of narrative that is to present a view of the world that entertains or informs the reader or listener”.

To sum up, actually the purpose of narration is to amuse and entertain the readers. Make them feel including in the story while they are reading and also to inform and persuade the readers about the story.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the writer provides research methodology. It includes research method, population of sample, research instrument, procedures of the research, research data analysis.

A. Research Method

In this study, the writer uses the descriptive qualitative method. According to Crowl (1996:16), “qualitative methods are used to examine questions that can best be answered by verbally describing how participants in a study perceive and interpret various aspects of their environment.” The writer has done some procedures to have the result of the research. First, the writer gives the written test to the students of X-2 of MA Nurul Iman then the writer collected the paper test from the students as the data. Second, the writer identifies the errors of the tenses which are made by the students. Third, the writer describes and classifies the errors of the tenses based on types of errors from Dulay (1981:146-192), those are addition, omission, misformation, and misordering. The next, the writer counts those errors to find out which types of error which the students make the most. Last, the writer interprets the data and concludes the result of the research.

The place of this research is MA Nurul Iman Cipageran Cimahi. The writer chooses the first grade students of MA Nurul Iman to obtain the data which is

used as object of this study. The research was started from 3th of May 2016 to the 4th of May 2016.

B. Participants of the Study

The writer conduct the research at MA Nurul Iman Cipageran. The writer collect the data on Tuesday, 3st may 2016. The participants of this research are the first grade students, that is X-2 class in the academic year of 2015/2016. The writer choose that class because the writer has been recommended by the English teacher at the first grade of MA Nurul Iman and there are 14 students who have written texts, the writer creates the writing so that the students produce similar writing.

C. Research Instrument

To collect the data of this research, the writer gives a test to the first grade students of MA Nurul Iman the writer uses a guide writing for the test in order the students know what should be written. Then the students' assignments are collected by the writer. From this, the writer will know the common errors and the sources of error made by students in writing focused on simple past tense.

Fraenke and Wallen (2007:110-111) stated that "the device (such as a pencil and paper test, questionnaire or a rating scale)." The researcher uses to collect data is called instrument.

D. Procedures of the Research

The first, the writer prepares the instrument of the test. Second, the writer asks permission to the principal of MA Nurul Iman to do the research. Next, the researcher makes a schedule with the English teacher of MA Nurul Iman to conduct the test. After that the writer gives a writing test about simple past tense and then the writer classified them based on surface strategy taxonomy which is divide into omission, addition, misordering and misformation.

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary item or add unnecessary ones; they may misform items or misorder them Dulay et al, (1982:150). Calculating the percentage of students' errors in every types of error taxonomy there is misformation, addition, omission, misordering.

E. Research Data Analysis

- a. The collected data are analysed based on Dulay (1982:138) which states that error is categories into four they are:
 - Omission (OM)
 - Addition (AD)
 - Misformation (MF)
 - Misordering (MO)
- b. To know the total number of individual type of errors, the writer uses percentage category according Hatch and Farhady (1982:82):

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

N

P= percentage (%)

N= Total Number of Sample

F= frequency of Wrong answer

- c. Next, the frequency and percentage of errors made by the students is calculated.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the writer would like to discuss the results and discussion in analyzing error in using simple past tense.

A. Research Findings

1. Result of the Test

In this section, the writer identified the errors found in the use of Simple Past Tense in the text written by the students. The writer presented the identification of errors in the form of table below:

Table 4.1
Recapitulation of Types of Errors in Writing Focused on
Simple Past Tense

Name	Type of Error				Total Error
	OM	AD	MF	MO	
Student 1	4	-	9	-	13
Student 2	1	-	2	-	3
Student 3	1	1	-	-	2
Student 4	2	-	6	-	8
Student 5	3	-	1	-	4
Student 6	1	-	11	-	12
Student 7	3	-	2	1	6
Student 8	1	-	3	1	5
Student 9	1	-	2	1	4
Student 10	-	-	4	-	4
Student 11	2	-	5	-	7
Student 12	1	-	4	1	6
Student 13	1	-	2	-	3
Student 14	1	1	3	-	5
Total	22	2	54	4	82

Note: OM = Omission

AD = Addition

MF = Misformation

MO = Misordering

Table 4.1 showed the errors of the student from each type of errors, and the total errors that were by 14 students of the first grade MA Nurul Iman in their simple past tense were 82.

The table below presents the highest level to the lowest of errors mostly made by the students:

Table 4.2
Percentage of Students' Errors

No	Type of Errors	Total Errors	Percentage (%)
1	Omission	22	26,8 %
2	Addition	2	2,6 %
3	Misformation	54	65,8 %
4	Misordering	4	4,8 %
Total		82	100

1. Percentage of Omission

$$P = \frac{\text{Total Omission}}{\text{Total Error}} \times 100\%$$

$$= \frac{22}{82} \times 100\%$$

$$= 26,8\%$$

2. Percentage of Addition

$$P = \frac{\text{Total Addition}}{\text{Total Addition}} \times 100\%$$

$$= \frac{2}{82} \times 100 \%$$

$$= 2,6 \%$$

3. Percentage of Misformation

$$P = \frac{\text{Total Misformation}}{\text{Total Error}} \times 100 \%$$

$$= \frac{54}{82} \times 100 \%$$

$$= 65,8 \%$$

4. Percentage of Misordering

$$P = \frac{4}{82} \times 100 \%$$

$$= 4,8 \%$$

The table 4.2 shows percentage of each error based on classification of Heidi Dulay (1982:138), and the writer found that error of Misformation is the most frequent error made by the first grade students of MA Nurul Iman Cipageran with 54 of total errors or 65,8%. The second is Omission with 22 of total errors or 26,8%. The next is Misordering with 4 of total errors or 4,8%. The last is Addition with 2 of total errors or 2,6%.

2. The Classification of Students' Errors

There are four classifications of errors made by 14 students at the first grade of MA Nurul Iman. There are errors of omission, errors of addition, errors of misformation, and error of misordering. The errors were found in the result of the test. Here is the table of classification of errors:

Table 4.3

The Classification of the students' Errors

Name	Incorrect Sentence	Type of Error	Correct Sentence
S1	-I with my friend go to bandung - I go - I pray - I go by bus - I and my friend come - go to Plaza Parahyangan -after lunch - we go to bus -buying a drink -we go to Cimahi -and playing -we go to home - and playing	Misformation Misformation Omission Misformation Misformation Misformation Omission Misformation Misformation Misformation Omission Misformation Omission	I with my friend Went to Bandung I went I prayed I went by bus I and my friend came Went to Plaza Prahyangan After having lunch We went by bus Bought a drank We went to Cimahi And played We back to home and played
S2	-I was preparing -I went to bath -and then sleeping	Misformation Omission Misformation	I was prepared I take a bath and then slept
S3	-having a lunch -I enjoy	Addition Omission	Having lunch I enjoyed
S4	-I go to Bandung -I go there with my friends -I'm prepare -I go to there on 8 o'clock -and arrive on 10 o'clock -I go by car -we just play -I go back to home	Misformation Misformation Misformation Misformation Omission misformation Omission Misformation	I went to Bandung I went there with my friend I was prepared I went at 8 o'clock and I arrived at 10 o'clock I went by car we just played I back to home
S5	-I prepare -I went 08.00 A.M -I went use motorcycle -and arrive at 13.00 P.M	Omission Omission Misformation Omission	I was prepared I went at 08.00 A.M I went by motorcycle And arrived at 13.00 P.M
S6	-I go to Bandung -I go -I pray	Misformation Misformation Omission	I went to Bandung I went I prayed

	-I go at 10.00 O'clock -I go with bus -I go in Plaza prahyangan -I buy shoes -before buy shoes -I eat ramen -I go Cimahi -I go home -and sleeping	Misformation Misformation Misformation Misformation Misformation Misformation Misformation	I went at 10.00 O'clock I went by bus I went to Plaza Prahyanan I bought shoes Before bought shoes I ate ramen I went to Cimahi I'm back to home And then I slept
S7	-before we go -and arrive at 09.30, by bus -there are we see many animals -and we prayed to stopped -we walk until 12.30 P.M -but so tried	Misformation Omission Misformation Misordering Omission Omission	Before we went And arrived at 09.30,by bus There are we saw many animals and we stopped to pray we walked until 12.30 P.M but I was so tried
S8	-go to CukangKaung -take bath -I time arrived at 10.00 a.m -I play gitar -take a bat	Misformation Misformation Misordering Omission Misformation	I went to CukangKaung I take bath I arrived at 10.00 I played a gitar Take a bath
S9	-I go to Pangandaran beach -I prepare -after arriving at home I slept -tired but I happy	Misformation Omission Misordering Misformation	I went to Pangandaran beach I was prepared After arrived at home I slept I was so tired but I was happy
S10	-I go to Bandung -and took a bath -I'm buy stiker -and sleeping	Misformation Misformation Misformation misformation	I went to Bandung and I take a bath I'm bought sticker And I slept
S11	-I go to Bandung -pray at 10.00 am -I go wit bus -we eat ramen in Dehape café -after lunch	Misformation Omission Misformation Misformation Omission	I went to Bandung I was prayed at 10.00 am I went by bus We ate ramen in Dehape Café After had lunch

	-we go to Cimahi Mall	Misformation	We went to Cimahi Mall
	-I'm go to home	Misformation	I was back to home
S12	-I'm go to in PasirKoja -take a bat -I time arrived at 11.00 am -I go with motorcycle -play gitar -happy together	Misformation Misformation Misordering Misformation Omission Misformation	I went to PasirKoja I take a bath I arrived at 11.00 am I went by motorcycle I Played gitar I was very happy
S13	-I a lunch -after having lunch I pray lohor. -After arrived at home I a break	Misformation Omission Misformation	I had lunch After had lunch I prayed lohor. After arrived at home I had break
S14	-go to Cilame -took a bath -we come in motorcycle -after I'm sleep -I went ate dinner	Misformation Misformation Omission Misformation Addition	I went to Cilame I take a bath We came by motorcycle After arrived at home I was slept I had dinner

From the table above, the writer explained each student's error constructions consisting types of errors (see table 4.3) in the following paragraph. Here is the complete description of the students' errors:

a. Student 1

There are nine types of error found in the student's writing. Such as *I with my friend go to Bandung, I go, I go by bus, I and my friend come to Cimall* and *I go to Plaza Parahyangan* are classified as misformation error since the student used incorrect verb forms in those constructions and using simple present tense. They are supposed to be *I with my friend went to Bandung, i went. I went by bus, I and my friend came to cimall* and *I went to Plaza Parahyangan*. There are three error

constructions made by the student which are considered as omission error, such as I pray, it is supposed to be *I prayed*. The student omitted the verb inflection –ed.

b. Student 2

There are two types of error found in the student's writing. *I was preparing*, and then sleeping is classified as misformation error since the student used incorrect verb forms in those constructions. They are supposed to be *I was prepared and then slept*. There are one error constructions made by the student which are considered as omission error, *I went to bath*, it is supposed *I take a bath*.

c. Student 3

One type of error found in the student's writing. *I having lunch* are classified as addition error since the student used incorrect verb forms in those constructions. They are supposed *I having a lunch*. An error constructions made by the student which are considered as omission error, *I enjoy*, it is supposed to be *I enjoyed*. The student omitted the verb inflection –ed.

d. Student 4

There are six types of error found in the student's writing. Such as *I go to Bandung* are classified as misformation error since the student used incorrect verb forms in those constructions. They are supposed to be *I went to Bandung*. There are two error constructions made by the student which are considered as omission error, *and arrive on 10 O'clock*, and *we just play* it is supposed to be *and arrived on 10 O'clock* and *we just played*. The student omitted the verb inflection –ed.

e. Student 5

There are two types of error found in the student's writing. They are three omission and one misinformation errors. The student committed omission error since the sentences miss an auxiliary *was* as in *I prepare* and a suffix *-ed* as in *I prepare*.

The next error constructions are classified as misinformation error since the student put incorrect verb *I went use motorcycle* correct is *I went by motorcycle*.

f. Student 6

There are eleven types of error found in the student's writing. Such as *I with my friend go to Bandung, I go, I go with bus, I and my friend come to cimall and I go to Plaza Parahyangan* are classified as misinformation error since the student used incorrect verb forms in those constructions and using simple present tense. The next constructions are classified as one omission error since the sentences miss an auxiliary *was* as in *I pray* and a suffix *-ed* as in *I was prayed*.

g. Student 7

The error constructions the student made are classified as misinformation error, misordering, and omission error. The sentences such in *before we go, there are we see many animals*. The constructions are classified as misinformation error because the student used incorrect auxiliary verbs in those constructions. The second errors belong to misordering error. For example, *and we prayed to stopped*. They are supposed to be *and we stopped to pray*. The student missed to arrange the correct order. The last, the student committed omission error. It is classified as omission due to the lack of suffix *-ed*. The student need to write and arrive at

09.30, by bus than and arrived at 09.30, by bus because the student need to write in the past tense.

h. Student 8

There are four types of error found in the student's writing. Such *ago to Cukang*, and *take bath* are classified as misinformation error since the student used incorrect verb forms in those constructions and using simple present tense. They are supposed to be *I went to Cukang*, and *I take a bath*. One error constructions made by the student which are considered as omission error, such as *I play guitar*, it is supposed to be *I played a guitar*. The student omitted the verb inflection –ed. The last errors belong to misordering error. For example, *I time arrived at 10.00 a.m.* They are supposed to be *I arrived at 10.00 am*. The student missed to arrange the correct order.

i. Student 9

The error constructions the student made are classified as misinformation error, misordering, and omission error. The sentences such in *I go to Pangandaran Beach* and *I tired but I happy*. The constructions are classified as misinformation error because the student used incorrect auxiliary verbs in those constructions. The second errors belong to misordering error. For example, *after arriving at home I slept*. They are supposed to be *after arrived at home I slept*. The student missed to arrange the correct order. The last, the student committed omission error. It is classified as omission due to the lack of suffix –ed. Example *I prepare*

correct the sentences I *was prepared* because the student need to write in the past tense.

j. Student 10

There are four types of error found in the student's writing. Such as *I go to Bandung, and took a bath, I'm buy sticker, and sleeping* are classified as misformation error since the student used incorrect verb forms in those constructions and using simple present tense. They are supposed to be *I went to Bandung, I take a bath. I bought sticker.*

k. Student 11

There are five types of error found in the student's writing. Such as *I go to bandung, I go wit bus, andwe eat ramen in Dehape café* are classified as misformation error since the student used incorrect verb forms in those constructions and using simple present tense. They are supposed to be *I went to Bandung, i went to by bus, and we ate ramen in Dehape Café.* There are two error constructions made by the student which is considered as omission error, such as *pray at 10.00 am*, it is supposed to be *I prayed at 10.00 am*. The student omitted the verb inflection –ed.

l. Student 12

The error constructions the student made are classified as misformation error, misordering, and omission error. The sentences such in *I'm go to in Pasir Koja, take a bat, and I go with motorcycle*, the constructions are classified as misformation error because the student used incorrect auxiliary verbs in those

constructions. The second errors belong to misordering error. For example, *I time arrived at 11.00 am*. They are supposed to be *I arrived at 11.00 am*. The student missed to arrange the correct order. The last, the student committed omission error. It is classified as omission due to the lack of suffix *-ed*. Example *I play guitar* correct the sentences *I played guitar* because the student need to write in the past tense.

m. Student 13

There are two types of error found in the student's writing. Such as *I a lunch* and *After arrived at home I a break* are classified as misinformation error since the student used incorrect verb forms in those constructions and using simple present tense. They are supposed to be *I had lunch* and *after arrived at home I had break* one error constructions made by the student which are considered as omission error, *after having lunch I pray lohor* it is supposed to be *after having lunch I prayed lohor*. The student omitted the verb inflection *-ed*.

n. Student 14

The error constructions the student made are classified as misinformation error, omission error and addition error. The sentences such in *go to in Cilame*, and *after I'm slepp*, the constructions are classified as misinformation error because the student used incorrect auxiliary verbs in those constructions. The second errors belong to misordering error. For example, *we come in motorcycle*. They are supposed to be *we came by motorcycle*. The student missed to arrange the correct order. The next error made by the student is addition error. The student added an

unnecessary verb *went and ate*. Such in *i went ate dinner*. The student supposed to omit *went ate*. It is supposed to be like this *I hand dinner*.

Conclusion of all results are the most of the first grade students' respondents in this case got difficulties in writing using simple past tense.

B. Research Discussion

In the data analysis, the researcher just analyzed the errors of the use of past tense while the other errors were ignored. The researcher analyzed the types of errors by using the surface taxonomy strategy proposed by Dulay et al. (1982). From the data analyzed, the writer found that 14 students of the first grade MA Nurul Iman still made error in using simple past tense. From the calculation of the data the total of errors made by students were 82. The types of error were omission type (26,8%), addition type (2,6%), misformation type (65,8%), and misordering type(4,8%).

Based on the result of the data analysis above, the total errors happened by the first grade (14 students) of MA Nurul Iman in using simple past tense were 82. The type of errors happened can be divided into errors of omission, errors of addition, errors of misformation, and errors of misordering. The most errors happened by the students was misformation (65,8%), while the least errors happened was addition (2,6%).

Most of the respondents are the students by the first grade got difficulties in writing, in this case is in simple past tense, the students did grammatical errors. The students have not yet mastered the rule of simple past tense and they did

many grammatical errors. Those may be caused by language errors. Dulay (1982:138) states that teachers who have waged long battles against their students' language errors have come to realize that making against are an inevitable part of learning. It is almost impossible, for someone learns a language without committing any errors.

CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, the writer provides conclusions and suggestion. It includes conclusion, suggestion.

A. Conclusion

As it has been stated in the background of the study, the writer limited this study into the analysis on the errors made by the first grade students of MA Nurul Iman in using simple past tense in writing text. The writer asked the students to write texts as data.

Based on the result of the research that has done, the writer would like to present the conclusions consist of several points that are related to the statements of problem, there are:

1. The type of errors happened by the first grade of MA Nurul Iman Cimahi Cipageran in making simple past tense can be divided into errors of omission, errors of addition, errors of misformation, and errors of misordering.
2. The discussion revealed that the most frequently errors happened by the first grade students of MA Nurul Iman Cipageran Cimahi was errors of misformation with (65,8%), and the least frequently errors happened by the first grade students of MA Nurul Iman Cimahi Cipageran was errors of addition (2,6%)

Based on the research, it can be concluded that misinformation is the most frequent error made by the first grade students of MA Nurul Iman with 54 of total errors or 65, 8%. The second is omission with 22 of total errors or 26, 8%. The next is misordering with 4 of total errors or 4, 8%. The last is addition with 2 of total errors or 2, 6%.

The data described that frequency of errors in the average from students answer sheets, the errors in misinformation is highest frequency. From 14 students more than half of them made the errors in this area of writing test using simple past tense and the lowest frequency from the students answer sheet are addition.

B. Suggestions

After the writer carried out the research, the writer would like to gave some suggestions related to this result of the research. Therefore, it can improve the teaching and learning activities in writing texts. Here are some suggestions that hopefully can be useful for students and teachers:

1. The teachers should give more explanation about simple past tense because it is very important in writing. They have to teach the students when the time to use it and the most important thing is the form of reflection of verbs in past form.
2. The students have to pay attention to some aspects that are difficult for them, especially in the past form of regular and irregular verbs.

3. The students need to do more exercises in writing text. In order they get used to write it well.

4. For further Researcher

The writer realizes that this research still have weakness and mistakes.

Therefore, the writer would like to accept any constructive suggestion to make this research better in the future.

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AUTOBIOGRAPHY



The writer name is yayang yulian, she was born in Bandung on July 11nd, 1990. She is the first daughters in her family. Her father is Uju Junaedi, and her mother is Neng Tati. Her mother is house wife. Her sisters are Yulia Iratami, Anggi Jenian and her brothers are Angga, and Arfariji. The writer graduated from primary school of MI Rancaucit in 2002. Then in 2005, the writer graduated from junior high school of SMPN 01 Sindangkerta. In 2008 the writer graduated from senior high school of SMAN 01 Cililin. The last in 2010, she continued her study at STKIP Siliwangi Bandung.

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