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**AN ANALYSIS OF STUDENTS' ERROR IN WRITING
NARRATIVE TEXT AT THE TENTH GRADE STUDENTS
OF MAN CIMAHI**

A RESEARCH PAPER

Submitted to the English Education Study Program
Language and Arts Department of STKIP Siliwangi Bandung
In Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* Degree



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2016

STATEMENT

I hereby certify that this work submitted in the paper entitled **“An Analysis of Students’ Error in Writing Narrative Text at the Tenth Grade Students of MAN CIMAHI”**. This paper is completely my 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 or Diploma in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Cimahi, June 2016

Titin Megawati

APPROVAL SHEET

AN ANALYSIS OF STUDENTS' ERROR IN WRITING NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF MAN CIMAHI



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ABSTRACT

English becomes one of the most important languages of education for students in Indonesia and writing is one of four skills which are taught in the school. Learning English is different from learning Indonesian language, students who learn English may produce many errors in their writing. The objectives of this result are to identify kinds of error made by students when writing narrative text and to know why the students made errors when writing narrative text. The subjects of this research were 20 of tenth grade students of MAN Cimahi. The writer used a descriptive qualitative method. To collect data the writer used writing test, questionnaires and interview. The collected data was identified and analyzed based on the types of error using Dulay's theory. The result of this research based on the surface taxonomy, shows that the students make errors in the form of omission 19 errors (4.68%), addition 86 errors (21.19%), misformation 275 errors (67.73%), misordering 26 errors (6.40%) and total error is 406 errors. The reasons why they made errors because the students are lack of English grammatical rules mastery and the difference rules between Indonesian and English language.

Key Words: *Error Analysis, Writing, and Narrative Text*

PREFACE

Praise to be Allah The Most Merciful and Most Gracious who has blessed and given the writer courage and patience to have accomplished this paper entitled **“An Analysis of Students’ Error in Writing Narrative Text at the Tenth Grade Students of MAN CIMAHI”** as a partial fulfillment of the requirements for the *Sarjana Pendidikan* at STKIP Siliwangi Bandung.

In completing her paper, the writer has certainly consulted her sponsors, for her works and ideas would have come to nothing suppose her sponsors had not patient given their decisive helps and their invaluable guidance as well.

The writer gets totally mindful and has a lot of mistakes and shortcomings. Though did carefully structure and plan, yet she realized that this paper is far from perfect. In consequence, she would warmly welcome for any constructive criticisms and suggestion for the improvement of this paper.

Eventually, the writer hopes that her writing could contribute a worthwhile one to those trying to improve their studying English capability.

May Allah SubhanahuWata’ala bless us for our nice wishes.AllahummaAminnn.

Cimahi, June 2016

The Writer

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Last but not least, the writer offers her regards and blessing to all of those motivating her in any respect during the completion of the writing process. She hopes that Allah SWT will reward all their kindnesses. AllahummaAminnn.

Cimahi, June 2016

The Writer

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MOTTO AND DEDICATION

“Learn if you do not understand, you will make mistakes again. But it was reasonable. Because no one man who can walk without first falling. However, keep walking. Whenever you feel smart, you will fall to make mistakes. So keep feeling stupid because you keep learning.”

(Fahd Dzibran)

To My Family and Friends

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research questions, objective of the research, limitation of the problem, benefits, definition of key terms, and organization of the research paper.

A. Background of the Research

English is language used by almost everyone in the world. In Indonesia, English is the first foreign language and it is as a compulsory subject that is learned in schools. English becomes one of the most important languages of education for students in Indonesia because they learn English from elementary level up to university level.

There are four main skills, namely listening, speaking, reading, and writing. Writing is one of the four language skills, which is taught in the school. In writing students can express their feelings, idea, thoughts in their opinions. In order to write well, the first thing to have is an understanding of grammatical structures, vocabulary, and tense usage. It is different from learning other skill because writing is thinking process, so it can help people to deepen their understanding.

Patel & Jain (2008:125) argue, "Writing is a kind of linguistic behavior. It is the sounds of language through visual symbols". Meanwhile Linse (2005:98) stated that writing is combination of process and product.

Writing can help us more to consider our thought, to analyze our feelings because it gives us time and opportunity for reflection. Also according to Bridges and Lunsford (1984:7)“Writing is the stage in which the writer produces a rough draft of the paper.”

Students in senior high school learned English as a foreign language and they are definitely learned the main skill of English, especially writing. Writing has several genres which are thought in senior high school, one of which is Narrative based on National Curriculum (2013). Narrative is telling of some true or factious event or connected sequence of events. That is recounted by a narrator (although there are may be more than one of each). Narratives are distinguished from descriptions of qualities, states, or situations, and also from dramatic enactment of events. Narrativeconsists of a set of event recounted in a process of narration, in which the events are selected and arranged in a particular order. “The narrative must be heavy on the historical and light on the fictional; otherwise, the purpose of the assignment would be compromised” (Lewin, 2003:147). The narrative writing is usually found in novels, short stories, fairy tales, fables, etc.

Learning English is different from learning Indonesian language. Students who learn English may produce many errors in their writing. “An error is a fault which results from incomplete knowledge. In other words, an error is systematic deviation due to the learner’s still-developing knowledge of the SL (Second Language) rule system or an error is a competence-based deviation” (Brown, 1980 cited in Kaswan2014:41).

Writing itself can be mastered only through learning activities and exercises, because it is unnatural skill and needs serious attempt to acquire it. To be able to write people must learn from kinds of alphabets until how to arrange words become sentence and sentence become a good paragraph based on what they have been stated before. In fact, although some students have learned grammar completely such as in using tenses, they still find the difficulty to distinguish the usage in every type of tense. As a result, it will lead them to produce many errors. Student's commonly make mistakes in their learning. But many teachers did not aware about this problem and prevent students from making the same errors by analyzing the learners' error itself.

Therefore, an error analysis has an important role to reveal what kinds of error the students do most, to know the causes of the error and how the students can learn from their mistakes in writing by themselves. Thus, the students will not do the same error or make same errors repeatedly. Those are the reasons why the writer wants to find out the grammatical error that's made by the tenth grade of senior high school in their writing composition.

Based on statement above, students as beginners in learning English usually make error in writing as learning process. For example writing narrative text, students have to know the aspect of the text such as grammatical features and generic structure in narrative text. Based on the reason above, the writer discussed students' error analysis in writing narrative text at tenth grade students in Senior High School.

B. Research Questions

- a. What kinds of errors made by students in writing narrative text?
- b. Why the students made errors in writing narrative text?

C. Objective of the Research

The objectives of the research to find out the following:

- a. To identify kinds of error made by students in writing narrative text
- b. To know why the students made errors in writing narrative text

D. Limitation of the Problem

The writer limited the problem by focusing on the errors made by students in writing narrative based on surface taxonomy: omission, addition, misinformation, misordering.

E. Benefits

This study is expected to:

- 1) Increase student's ability in writing narrative text
- 2) Improve the students mastery of English writing ability in narrative text
- 3) Help the teachers to know the students ability in writing narrative text

F. Definition of Key Terms

The writer wants to clarify and explain the terms of the title to avoid the ambiguity in perception of some terms used in this study. The definition is as below:

1) Error Analysis

The process of learning the students founded something wrong or error. The making of error can't be avoided in learning process. Analysis is the most important method to get information about the function of cognitive process in language production and language perception. One of analysis that can detect students' error is error analysis.

Error analysis is a study in evaluation of learner error. According to Richard et al. (1985:96) "Error analysis is the study and analysis of the errors made by second and foreign language learners". In this case, error analysis is also important to describe what kinds of error that the students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing because every students will not make the same errors when they study. As the teacher we must be able to analyze the errors, because from that, the teacher can improve the method while teaching.

2) Writing

According to Linse (2005:98) writing is combination of process and product. Writing skill is students' ability in writing a text with wide range of vocabulary, correct grammar, meaningful punctuation, accurate spelling, varied

sentence structures, unity and coherence ideas, and well supported and explained. Students in senior high school learned English as a foreign language and they are definitely learned the main skill of English, especially writing. In this case, students in senior high school learned English as a foreign language and they are definitely learned the main skill of English, especially writing because writing has important roles, to approach skill of the students.

3) Narrative Text

Narrative is a story that is created in a constructive format that describes a sequence of fictional or non – fictional events. According to Rebecca (2003:11) narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. Narrative is a story that is created in a constructive format that describes a sequence of fictional or non – fictional events. Major points while narrative text is one of the text types that relates with the realistic, imagined, or fictitious story. The purpose of narrative text is to amuse, to entertain and interest the reader but simultaneously teach explain and informs (Barwick, 1999:19).

G. Organization of the Research Paper

This paper written in succession and systematically as follows:

CHAPTER I: INTRODUCTION

This chapter presents the background of the research, research questions, objectives of the research, limitation of the research, benefits, definition of key terms, and organization of the research paper.

CHAPTER II: LITERATURE REVIEW

This chapter presents theoretical framework from some literature reviews experts about the error and errors analysis, the writing, and the narrative text.

CHAPTER III: RESEARCH METHODOLOGY

This chapter presents the research design, research method, research instrument, research population and sample, research data collection and analysis.

CHAPTER IV: RESULTS AND DISCUSSION

This chapter presents and discusses data analysis and aimed to answer the research question in previous chapter. Test, questionnaire and interview were used to gain data to answer the research question.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

The last chapter describes conclusion and suggestion based on the data as the result of the research.

CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical framework from some literature reviews of experts about the error and error analysis, the writing, and the narrative text.

A. Theoretical Framework

1. Error and Error Analysis

a. The Definition of Error

Human learning is fundamentally a process that involves the making of mistakes. The making of mistakes or error can't be avoided in learning process. Learning the second language is different from learning first language. Therefore, the students often made errors while the teaching learning process. For the foreign language, the students can get new rules of language, vocabulary, grammatical patterns, and pronunciation which.

In order to analyze learners' error in a proper perspective, it is crucial to make a distinction between mistakes and errors, it is important to differentiate between mistakes and error. Brown (1980) in Kaswan (2014:40) says, "A mistake refers to a performance error that is either a random guess or a "slip" in that it is failure to utilize a known system correctly". Otherwise, some people are still misunderstanding about the definition of them.

To clarify between mistake and error, a mistake refers to a performance error that is either a random guess or a slip, or caused by lack of attention, fatigue, or carelessness. All people make mistakes, in both native and second language situations. Mistakes must be carefully distinguished from errors. “An error is a fault which results from incomplete knowledge. In other words, an error is systematic deviation due to the learner’s still-developing knowledge of the SL (Second Language) rule system or an error is a competence-based deviation” Brown (1980) in Kaswan (2014:41).

There are many definition of error. According to Corder (1981:51) “Error is both an ancient activity and at the same times a comparatively new one”. Harmer (2001:34) stated “The errors are part of the learner has at any one stage of development and which is continually reshaped as he / she aims toward full mastery”.

According to Dulay, Burt and Krashen (1982:138) error serves two major purposes, there are: (a) it provides data from which inferences about the nature of the language learning process can be made, (b) it indicates to the teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which types of error detract most from a learner’s ability to communicate effectively.

b. The Definition of Error Analysis

Error analysis is a study in evaluation of learner error. An error analysis is also important to describe what kinds of error that the students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing because every students will not make the same errors when they study. As the teacher we must be able to analyze the errors, because from that, the teacher can improve the method while teaching.

According to Richard et al. (1985:96) "Error analysis is the study and analysis of the errors made by second and foreign language learners". Errors have played an important role in the study of language acquisition in general and in examining second and foreign language in particular. Based on statement above, students as beginners in learning English usually make error in writing as learning process. In the other hand, Taylor (1997:3) said "Error analysis is the study and evaluation and uncertainty in measurement".

c. Types of Error

The error of students may be classified as the errors of competence and the errors of performance. The errors competence are systematic and continually. Otherwise, errors of performance are unsystematic, and the student's can correct by themselves. To describe the type of error, Dulay

(1982:154-153) said there is type of error to analyze error in descriptive taxonomy:

1) Surface strategy taxonomy

Surface strategy taxonomy highlights the way surface structures are altered. The surface strategy elements of language are altered in specific and systematic ways among commons of error are:

a) Omission error

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

Language learners omit grammatical morphemes (e.g. is, the, of, etc) much more frequently than content morphemes/words (e.g. nouns, verbs, adjectives, adverb). Omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of SLA (Second Language Acquisition).

b) Addition error

Addition error are opposite of omission. They are characterized *by the presence of an item which must not appear in a well-performed utterance*. There are three types of addition errors:

1. Double markings : She didn't went back.
2. Regularization : Eated for ate, child for children.
3. Simple addition : The fishes doesn't live in the water.

c) Misformation error

Misformation errors are characterized *by the use of the wrong form of the morphemes or structure*. While in omission errors them is not supplied at all, in misformation errors. The student supplies something although it is incorrect. For example: 'The dog *eated* the chicken'.

d) Misordering error

Misordering error is characterized *by the incorrect placement of a morpheme or group of morphemes in an utterance*. For example, in the utterance: 'He is *all the time* late'.

2. Writing

a. The Definition of Writing

Writing is one skill of language that learned in schools. There are four main skills, namely listening, speaking, reading, and writing. And writing is the most difficult skill in English. Writing is important to express the idea without sound. However, the students can illustrate desire by writing. In writing, people learn the way to communicate with the other people when the people are not around.

There are many different definitions about writing that are given by experts of many resources. Patel & Jain (2008:125) stated “writing is a kind of linguistic behavior, it is the sounds of language through visual symbols”. Meanwhile Linse (2005:98) said that writing is combination of process and product.

Writing can help us more to consider our thought, to analysis our feelings because it gives us time and opportunity for reflection. Also according to Bridges and Lunsford (1984:7) “Writing is the stage in which the writer produces a rough draft of the paper.”

The important thing of writing for the students is to express their feelings and produce their own language on the paper. To be a good writer, the students practice and try to write and to increase their capability.

On other side, Rod and Chopper (1985:03) stated “Writing is a complex process and such as contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage”. Students are expected to convey their ideas, feelings, desire, and knowledge by writing. Sometimes the teacher feels difficult to ask the students to write. In fact, writing is more complicated because writing needs many aspects not only grammatical and vocabulary but more than that.

Raymond (1980:2) divided the definition of writing into four categories, they are:

- 1) Writing is a way of thinking; writing is more than a medium of communication. It is a way of remembering and a way of thinking as well; writing makes words permanent, and thus expands the collective memory of human beings from the relatively small. Store that we can remember and pass on orally to the infinite capacity of modern library.
- 2) Writing is an unnatural form of speech: speech is natural. All people can talk even if they have no way of recording their languages. Writing, however, is an invention as artificial as the radio and tape recorder. Writing does not come naturally.
- 3) Writing is not “English”: some students and many experienced writers make writing more unnatural than it should be. They abandon the clarity of the spoken word altogether and invent a totally new language that scarcely anybody can read with ease.
- 4) Writing is hard work: writing is not easy. Writers need tools. In addition to the obvious tools-paper, pencils, pens, a dictionary, perhaps a typewriter- there are two others that most good writers find indispensable: scissors and scotch tape: as you will so find out. Writing is a process of molding information into a shape that makes sense.

b. Types of Writing

According to Kane (2000:6), there are types of writings genres, they are:

Description, Narration, Exposition, and Persuasion.

1) Description

Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/ below, before/ behind, right / left, and so on.

2) Narration

Narration is a series of related events of story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

3) Exposition

Exposition is to explain. How things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get discovered.

4) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof.

3. Narrative Text

a. The Definition of Narrative Text

Narrative is telling story. The purpose of narrative is to amuse or entertain the readers actual or imaginary experiences in different ways, novel; fairy tales, short story and myths are narratives because they are concerned with talking about events. Narrative is a story that is created in a constructive format that describes a sequence of fictional or non – fictional events.

Narrative text involves writing about an event or a series of events, real or fictitious, the logical arrangement of ideas and sentences in narrative text is chronological according to time order. Elliot (2005:3) said narrative (story) in the human sciences should be defined provisionally as discourse, with a clear sequential order that connects events in a meaningful way for a definite audience and thus offers insight about the world and or people's experience of it. According to Kane (2000:366) "a narrative is a meaningful sequence of events told in words". It is sequential in that events are ordered, not merely random, sequence always involves an arrangement in time (and usually other arrangements as well). Meanwhile Rebecca (2003:11) narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

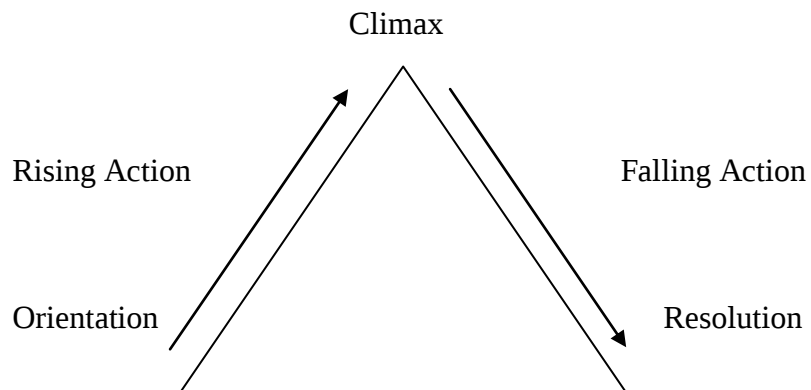
According to Joyce and Feez (2004) cited in Emilia (2010:167) "Narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome – it shows how people or group

of people overcome a problem or crisis their lives”. Narratives are good in teaching lessons, entertainment, and to explore social values.

Based on explanations above, the researcher concludes that narratives is a text focusing specific participant and to amuse entertain and to deal with actual or vicarious experience in different ways, narrative deal with problematic events which lead to crisis or turning of some kind, which in turn find a resolution and narrative is telling of some true factious event or connected sequence of events. Narratives are distinguished from description of qualities, states or situations and also from dramatic enactment of events. A narrative consist set of a set of event recounted in a process of narration, in which the events are selected and arranged in a particular order.

b. Generic Structure of Narrative Text

According to Neo (2005) cited in Bayu (2015:15) “A narrative has a structure, a shape or a pattern. It can be represented graphically in this way”.



That picture is known as the freightage triangle. The idea of the freightage triangle is to serve as a kind of blueprint or map which can be used to guide us systematically included writing. The freightage triangles consisted of:

- 1) The orientation, it established the characters and situation
- 2) Rising action, it refers to a series of complication leads to the climax
- 3) The climax or complication is the critical moment when problem / conflicts demand something to be done about them
- 4) The resolution consists of the results or outcomes

c. Grammatical Features of Narrative Text

In narrative text, there are some grammatical features. Knapp and Watkins (2005:221)state that narrative usually included the following grammatical features:

- 1) When sequencing people and events in time and space, narrating typically use:
 - a) Action verbs; for example: using past tense (went, ate, etc.)
 - b) Temporal connectives; for example: after, then, etc.
- 2) Recounts and stories are typically written in the past unless quoting direct speech.
- 3) In action sequences, mainly action verbs are used, while in reflections/evaluations, mental verbs predominate.

- 4) Narratives often use action verbs metaphorically to create effective images.
- 5) Narratives often use rhythm and repetition to create particular effects.
- 6) Play with sentence structure is another common feature of narrative. Often sentences comprising one word or a short phrase are used to create poignant effects.

d. Types of Narrative Text

According to Supriyanti (2009) cited in Bayu (2015:20) there are types of narrative that should be taught, namely:

- 1) Adventure: a story that includes exciting and dangerous events that characters have to solve; e.g. junior detective stories.
- 2) Horror story: a story which attempts to scare the reader or listener with frightening events which usually ends happily; e.g. Dracula
- 3) Romance: a story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end
- 4) Fairy tale: a well-known story from folklore for children with often involves fairies or other magical characters.
- 5) Epic: a story which deals with big themes and heroic achievements and events that are “larger than real life”; e.g. Iliad, Beowulf
- 6) Moral tale: the stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.

- 7) Myth or legend: stories which belong to a particular ethnic group and which attempt to explain the way of nature and the universe; e.g. aboriginal legend.

Example the Text Structure of MalinKundang

Adapted from (Widyati et al., 2014:151)

Buku Guru Bahasa Inggris Kelas X SMA/MA/SMK/MAK

Parts of text	Purposes	Summary from text
Orientation	Gives the reader information about who was involved what happened, where it happened and when it occurred	A long time ago, in a small village near the beach in West Sumatera lived a woman and her son, MalinKundang. One day, when MalinKundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, MalinKundang helped the merchant defeat the pirates. To thank him, the merchant allowed MalinKundang to sail with him. MalinKundang agreed in the hope to get a better life. He left his mother alone. MalinKundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful wife. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was MalinKundang, a boy from the area. The news ran fast in the town; "MalinKundang has become rich and now he is here".
Complication	Shows the beginning of conflict in the story	And old woman, who was MalinKundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, MalinKundang who was with his beautiful wife and his ship crews denied that she was his mother.
Sequence of Events	Shows how the story develops after the conflict	After that he ordered his crews to set sail to leave old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize to her. MalinKundang just laughed and set sail.
Resolution	Gives the solution to the conflict	Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.
Coda	Tells how the characters have changed and exactly what they learnt from the experience. Or the moral message of the story.	...

B. Previous Study

To support and prove the originality of the research the researcher uses some relevant previous studies. There are two previous studies that discuss error analysis in writing narrative text.

1. According to Herlinawati (2011), in her paper “Error Analysis in The Students Writing Narrative Paragraph at MTsN Pajajaran Pamulang”. She said “based on the analysis of data, she got the data about students’ error, which are commonly made in narrative writing using simple past tense, their errors are misinformation, addition, omission, and misordering. The data described that frequency of errors in the average from students’ answer sheet, the error in misinformation is the highest frequency. From 28 students more than half of them made the errors in this area of narrative writing using simple past tense and the lowest frequency from the students’ is misordering”.
2. According to Indriawan Palaguna (2013), in his paper “The Error Analysis of Students’ In Writing Narrative Text at The Eleventh Grade of SMA Negeri 1 Palimanan”. He classifies the students’ errors in narrative writing on simple past tense using regular verb and irregular verb. He focused only on misinformation, omission, misordering, and addition. The data described that the factors which students made in writing narrative is weakness and carelessness, they lack of grammar, vocabulary, and spelling. Most of them didn’t know the past tense form of word. They were confused on making differences between regular and irregular verb.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research method, research instrument, research population and sample, research data collection and analysis.

H. Research Methodology

1. Research Design

In the research the writer used qualitative research design. Qualitative research design is a research design that places primary importance on study small samples of purposely chosen individuals; not attempting to control contextual factors, but rather seeking, through a variety of methods, to understand things from the informants' point of view; creating a rich and in-depth picture of the phenomena under investigation (Tavakoli, 2012:503).

2. Research Method

The study used descriptive research. Best (1981:25) stated descriptive research describes what is it involves the description, recording, analysis, and interpretation of conditions that exist. It involves some types of comparison or contrast and attempt to discover relationship between existing non manipulated variables.

3. Subject and Respondents

a. Respondent

Respondent is a person who as an object analyzed by researcher in the research analysis. Respondent as information resource, it can respond and help the writer to answer the question in the research. According to Creswell (2012:382) in a survey design that “participants in a study can answer and complete the researchers questions, the participant chooses answers to questions and supplies basic personal or demographic information”.

b. Subject

The subject of this research is the students of the tenth grade in MAN Cimahi.

4. Instrument

To collect the data of this research, the writer used:

a. Test

Test is a measuring a person ability, knowledge, or performance in a given domain (Brown, 2004:3). To get the data, the writer will give a test to the students.

b. Questionnaire

The researcher gave questionnaire to the students to find out their perspectives about using Indonesian in EFL (English Foreign Language) classroom in the classes that previously observed.

Questionnaire is the most widely used technique for obtaining information from subjects. Questionnaires can use statements or questions, but in all cases the subject is responding to something written for specific purposes (McMillan & Schumacher, 2001: 257).

c. Interview

Interview is a data collection method in which a researcher and participant engage in a conversation focused on questions related to a research study, with the purpose to collect information about a certain topic or research question. According to Lavakras (2008) cited in Kaswan (2013:36) interview is the main instrument for collecting data in survey research.

5. Data Collection Technique and Analysis

a. Data Collection Technique

Technique of data analysis are descriptive qualitative analyzed. And the writer tries to describe the error that made by the students when they write narrative text based on Dulay's theory: Omission, Addition, Misformation, and Misordering. The writer also tries to make the table of student errors are taken from the data analysis for calculating the frequency and percentage of errors in writing narrative text based on surface strategy taxonomy:

Table 3.1

Table Tabulated Students' Error

Name	OM	AD	MF	MO	SUM	Percentage Of			
						om	ad	mf	mo
Total									

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

Total Error

$$\text{PAD} = \frac{\text{Total Addition}}{\text{Total Error}} \times 100\% = \dots\%$$

Total Error

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

Total Error

$$\text{PMO} = \frac{\text{Total Misordering}}{\text{Total Error}} \times 100\% = \dots\%$$

Total Error

Explanation :

POM = Percentage of Omission

PAD = Percentage of Addition

PMF = Percentage of Misformation

PMO = Percentage of Misordering

b. Analysis of Data

The writer asked the students to write English narrative text on the paper, entitled “**The Legend of TangkubanPerahu**”. After the students’ assignment is collected, the writer read the students’ writing to be analyzed and calculate the errors. The questionnaire and interviews were held after the students do their writing exercise and the writer analyzed the errors. From this, the writer knows the common errors made by students in writing narrative text.

The data from questionnaire were calculated using Likert-scale. A true Likert scale is one in which the stem includes a value or direction and the respondent indicates agreement or disagreement with the statement (McMillan & Schumacher, 2001: 262). Below is an example of Likert-scale.

Table 3.2

An Example of the Likert-Scale

<i>Pernyataan</i>	<i>Sangat Setuju</i>	<i>Setuju</i>	<i>Ragu</i>	<i>Tidak Setuju</i>	<i>Sangat Tidak Setuju</i>
<i>Saya merasa penguasaan kosakata yang dimiliki masih kurang.</i>	(1)	(2)	(3)	(4)	(5)

Notes:

The table on the first row is the statement on the questionnaire, and in the second row are the frequencies of the answer from Strongly Agree, Agree, Doubt, Disagree, and the last Strongly Disagree. Then, to score the likert scale, each answer was labeled with value from 1 to 5.

Then, to find out the score, the frequencies of the answer multiply use by the value of each answer. (Sudjana, 1984; Nitiswary, 2012; as cited in Ibnu, 2014)

SangatSetuju	: Frequencies x 1 =	
Setuju	: Frequencies x 2 =	
Ragu	: Frequencies x 3 =	
TidakSetuju	: Frequencies x 4 =	
SangatTidakSetuju	: Frequencies x 5 =	+
Total		

Notes:

The ideal score for the lowest value = 1 x 20 (Students)

The ideal score for the highest value = 5 x 20 (Students)

Calculating the central tendency of the answer employs the formula below:

$$P = \frac{f_0}{n} \times 100\%$$

Notes:

P = Percentage

f_0 = The total value of answer

n = The ideal score of the highest value

The last step was to classify the average percentage based on the criteria below.

Table 3.3

Percentage of Central Tendency and Its Interpretation

Percentage of central tendency	Interpretation
0% - 20%	Very weak
21% - 40%	Weak
41% - 60 %	Enough
61% - 80%	Strong
81% - 100%	Very strong

(Akdon, 2008; Nitishwary, 2012; as cited in Ibnu, 2014)

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents and discusses data analysis and aimed to answer the research question in previous chapter. Test, questionnaire and interview were used to gain data to answer the research question.

A. Results

The result of the research showed the data analysis of students' errors in writing narrative text. The writer described the result by relying on the data analysis which is taken from three kind of instruments, which are test, questionnaire and interview.

1. Results of Narrative Text Writing Analysis

As stated in the previous chapter, the researcher tabulated the errors based on Dulayet.al, (1982) theory: omission, addition, misformation and misordering.

The analysis below can be seen on the table of tabulation of the students writing based on Dulay's theory.

1. The Errors of Omission

In this case, the researcher categorized the examples of omission error that made by students. The errors were caused by missing an item that must appear in a well-formed utterance such as nouns, verbs, adjectives, and adverb.

Table 4.1

The Example of Omission Error Findings in Writing Narrative Text

Data	Type of Error	Correct Text
The father's name was Tumang and the tumang's wife was Dayang Sumbi and have child his name was Sangkuriang	Omission	The father's name was Tumang and the tumang's wife was Dayang Sumbi andtheyhave child his name was Sangkuriang
Dayang Sumbi not believe it and know that is Tumang's heart	Omission	Dayang Sumbi didnt believe it and she know that is Tumang's heart
His mother know that not heart deer	Omission	His mother know that it isnot heart deer
Sangkuriang not found deer	Omission	Sangkuriangdid not founda deer
DayangSumbi remember her husband asked to Sangkuriang	Omission	DayangSumbi remembered her husband, and she asked Sangkuriang
DayangSumbi not want happen	Omission	DayangSumbidid not want it happened

Percentage of Student's Error on Omission Error

$$\text{Omission} : \frac{19}{406} \times 100\% = 4.68\%$$

1. The Errors of Addition

In this case, the researcher categorized the examples of omission error that made by students. Addition error is the opposite of omission. They are characterized by the presence of item which must not appear in well formed in utterance. There are 3 types of addition; double markings, regularization and simple addition.

Table 4.2

The Example of Addition Error Findings in Writing Narrative Text

Data	Type of Error	Correct Text
Sangkuriang was asked	Double Markings	Sangkuriang asked
Sangkuriang have ate the food	Double Markings	Sangkuriang ate the food
Dayang Sumbi felt a weird	Simple Addition	Dayang Sumbi felt weird
The childs named was Sangkuriang	Regularization	The children named was Sangkuriang
They are ate	Double Markings	They ate
Dayang Sumbi saw in Sangkuriang	Simple Addition	Dayang Sumbi saw Sangkuriang
Sangkuriang was failed	Double Markings	Sangkuriang failed
And some child	Simple Addition	And child
At there was a kingdom	Simple Addition	There was a kingdom
The mother which	Simple Addition	The mother called Sangkuriang

calledSangkuriang		
Sangkuriang be prepared	Simple Addition	Sangkuriang prepared
And his sangkuriang	Simple Addition	And Sangkuriang
Sangkuriang went from homes	Simple Addition	Sangkuriang went from home
They are have	Double Markings	They had
Didn't found once a deer	Simple Addition	Did not find deer
With his darling dog	Simple Addition	With his dog
He too love Dayang Sumbi	Simple Addition	He loved Dayang Sumbi
He met with someone girl	Simple Addition	He met with a girl
Very loved of the beautiful girl	Simple Addition	Loved the beautiful girl very much

Percentage of Student's Error on Addition Error

$$\text{Addition} \quad : \frac{86}{406} \times 100\% = 21.19\%$$

3. The Errors of Misformation

In this case, the researcher categorized the examples of omission error that made by students. Misformation is characterized by the use of the wrong form of the morpheme or structure.

Table 4.3

**The Example of Misformation Error Findings in Writing Narrative
Text**

Data	Type of Error	Correct Text
There was the kingdom	Misformation	There was a kingdom
There lived the family	Misformation	There lived a family
His name is	Misformation	His name was
He name was Sangkuriang	Misformation	His name was Sangkuriang
DayangSumbi want ate	Misformation	DayangSumbi wanted to eat
He have idea	Misformation	He has idea
To killed Tumang	Misformation	To kill Tumang
He want married	Misformation	He wanted to get married
Fall in love	Misformation	Felt in love
Sangkuriang is her child	Misformation	Sangkuriang was her child
The beautiful girl say	Misformation	The beautiful girl said
Sangkuriang do not believe	Misformation	Sangkuriang did not believe
DayangSumbi give a rule	Misformation	DayangSumbi gave a rule
Then cast away	Misformation	Then went away
Sangkuriang live in forest	Misformation	Sangkuriang lived in the forest
He meet	Misformation	He met
Dayang Sumbi ask sangkuriang	Misformation	Dayang Sumbi asked Sangkuriang
Make a chicken crow	Misformation	Made the chicken crowed

Percentage of Student's Error on Misformation Error

$$\text{Misformation} : \frac{275}{406} \times 100\% = 67.73\%$$

4. The Errors of Misordering

In this case, the researcher categorized the example of misordering error that made by students. Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

Table 4.4

The Example of Misordering Error Findings in Writing Narrative

Text

Data	Type of Error	Correct Text
The liver Tumang	Misordering	Tumang's liver
River the large	Misordering	The large river
The father the name	Misordering	The father's name
The wife Tumang	Misordering	Tumang's wife
Head of sangkuriang	Misordering	Sangkuriang's head
A mother her name	Misordering	A mother's name

Percentage of Student's Error on Misordering Error

$$\text{Misordering} : \frac{26}{406} \times 100\% = 6.40\%$$

Table 4.5**The Results of Students' Error in Writing Narrative Text**

Name	OM	AD	MF	MO	SUM	Percentage of			
						Omission	Addition	Misformation	Misordering
Student 1	0	6	13	1	20	0%	30%	65%	5%
Student 2	0	4	11	5	20	0%	20%	55%	25%
Student 3	1	4	15	0	20	5%	20%	75%	0%
Student 4	2	5	21	1	29	6,90%	17,24%	72,41%	3,45%
Student 5	1	8	18	0	27	3,71%	29,62%	66,67%	0%
Student 6	0	2	34	1	37	0%	5,40%	91,90%	2,70%
Student 7	0	3	10	0	13	0%	23,08%	76,92%	0%
Student 8	0	2	13	4	19	0%	10,53%	68,42%	21,05%
Student 9	4	3	12	1	20	20%	15%	60%	5%
Student 10	0	2	9	1	12	0%	16,67%	75%	8,33%
Student 11	0	4	8	0	12	0%	33,34%	66,66%	0%
Student 12	0	5	5	0	10	0%	50%	50%	0%
Student 13	2	1	18	2	23	8,70%	4,34%	78,26%	8,70%
Student 14	1	0	3	0	4	25%	0%	75%	0%
Student 15	0	2	8	0	10	0%	20%	80%	0%
Student 16	2	7	12	3	24	8,33%	29,17%	50%	12,5%
Student 17	3	8	23	4	38	7,90%	21,05%	60,52%	10,53%
Student 18	0	13	22	0	35	0%	37,15%	62,85%	0%
Student 19	2	2	12	3	19	10,53%	10,53%	63,15%	15,79%
Student 20	1	5	8	0	14	7,15%	35,71%	57,14%	0%
TOTAL	19	86	275	26	406	4.68%	21.19%	67.73%	6.40%

Note:

OM = Omission MF = Misformation

AD = Addition MO = Misordering

In describing the results of the test, the writer made the table of student errors that are taken from the data analysis. All students tabulated committed with 406 errors, followed by errors in omission are 19 errors, addition with 86 errors, 275 errors by misformation and 26 errors in misordering. Based on the table of students' errors in writing narrative text, it can be stated that total errors of omission are on percentage 4.68%, addition errors are 21.19%, misformation errors are 67.73%, and misordering errors are 6.40%. From the tabulated of the data, the errors of misformation area are the most and highest frequency of errors was made by the tenth grade students at MAN Cimahi.

2. Results of Questionnaire

Meanwhile, analyzing data of questionnaire calculated using Likert-scale. The writer found out the score and the frequencies of the answer by the value of each answer. 5 questions from 15 questions on the questionnaires support the result. Most of the students or 70% student disagree that "*Saya dapat menyusun kalimat dalam penulisan narrative text dengan mudah*". 70% student disagree that "*Menterjemahkan bahasa inggris adalah hal yang mudah*". 50% students agree that "*Memakai Verb₂ yang beraturan adalah hal yang sulit*". And then, 45% students agree that "*Saya masih merasa kesulitan dalam menentukan to be (was, were) dalam penulisan narrative text*".

The last, 50% students agree that “*Saya merasa kesulitan dalam mengubah verb₁ ke verb₂ dalam penulisan narrative text*”. The questionnaire data is tabulated in tables. The table is the list of students’ data.

Table 4.6

The Results of Questionnaire Tabulated

(SS=SangatSetuju; S=Setuju; R=Ragu; TS=TidakSetuju;

STS=SangatTidakSetuju)

No	Pertanyaan	SS	S	R	TS	STS	SUM	SS	S	R	TS	STS
1	Memilih diction (diksi = pilihan kata) dalam menulis teks Bahasa Inggris adalah hal yang sulit	0	8	10	1	1	20	0%	40%	50%	5%	5%
2	Saya dapat menyusun kalimat dalam penulisan narrative teks dengan mudah	0	1	5	14	0	20	0%	5%	25%	70%	0%
3	Menempatkan kata dengan benar dalam penulisan narrative teks adalah hal yang sulit	0	9	7	4	0	20	0%	45%	35%	20%	0%
4	Saya merasa masih kurangnya ide dan imajinasi untuk dikembangkan dalam penulisan narrative teks	0	6	8	6	0	20	0%	30%	40%	30%	0%
5	Saya merasa penguasaan kosa kata yang dimiliki masih kurang	0	11	7	2	0	20	0%	55%	35%	10%	0%
6	Menterjemahkan Bahasa Inggris adalah hal yang mudah	0	6	0	14	0	20	0%	30%	0%	70%	0%
7	Memakai Verb2 yang beraturan adalah hal yang sulit	0	10	8	2	0	20	0%	50%	40%	10%	0%
8	Saya masih kesulitan dalam menentukan to be (was, were) dalam penulisan narrative text	1	9	4	5	1	20	5%	45%	20%	25%	5%
9	Menggunakan action verbs (walked, slept, asked) adalah hal yang mudah	0	8	9	3	0	20	0%	40%	45%	15%	0%
10	Saya merasa kesulitan ketika mengubah Verb dari V ₁ ke V ₂ (go = went, eat = ate) dalam penulisan narrative teks	0	10	5	5	0	20	0%	50%	25%	25%	0%

11	Menentukan Adverbs of time (two days ago, once, once upon a time) adalah hal yang mudah	1	14	5	0	0	20	5%	70%	25%	0%	0%
12	Saya dapat menggunakan conjunction (and, then, before, after that) dengan benar	4	7	8	1	0	20	20%	35%	40%	5%	0%
13	Saya merasa kesulitan dalam menentukan pronoun (her, his, him) dengan benar dalam penulisan narrative teks	1	4	7	7	1	20	5%	20%	35%	35%	5%
14	Menggunakan punctuation (.,?!) dalam penulisan narrative teks adalah hal yang sulit	1	3	6	10	0	20	5%	15%	30%	50%	0%
15	Menentukan generic structure dalam narrative text adalah hal yang mudah	4	13	3	0	0	20	20%	65%	15%	0%	0%

In this study, questionnaire used to answer what is the student response toward Writing Narrative Text. The writer used questionnaire for collecting information about students' error in writing narrative text. The writer counts, analyze and percentage.

3. Results of Interview

On the other hand, after the writer interview 5 interviewees, most of them described that they are lack in grammar and tense.

Table 4.7

The Interview of Students

Interviewer	: <i>Apa kesulitan anda ketika menulis narrative text?</i>
First Interviewee	: <i>Menyusun kalimat kedalam Bahasa Inggrisnya, kadang masih suka ketuker jadi bingung.</i>
Second Interviewee	: <i>Ketika menterjemahkan ke Bahasa Inggris kan berbeda dalam penulisan memakai Bahasa Indonesia. Contohnya : "Ibu Sangkuriang" dalam bahasa inggris di tulis arti Sangkuriang dulu bukan Ibunya seperti "Sangkuriang's Mom"</i>

Third Interviewee	: <i>Menyusun kalimatnya masih merasa sulit dan takut salah.</i>
Fourth Interviewee	: <i>Merasa sulit ketika menggunakan past tense, tidak mengerti dalam menentukan to be “was sama were” masih tertukar dengan “are, am, is”.</i>
Fifth Interviewee	: <i>Mengubah Verb1 ke Verb2 dan memakainya dengan benar masih merasa kebingungan dan sulit.</i>

B. Discussions

Based on the results above, the writer concluded that the factor which student made in writing narrative text that are 406 items of error in their writing narrative based on the surface strategy taxonomy based on Dulayet.al, (1982). It is found that 19 items or 4.68% errors are omission, 86 items or 21.19% errors are addition, 275 items or 67.73% errors are misinformation. And the last, 26 items or 6.40% errors are misordering.

In the other hand, the questionnaires support the analysis of data and interview. The writer analyzing the questionnaires and have five question which support the data. First, the most of the student disagree that “*Saya dapat menyusun kalimat dalam penulisan narrative text dengan mudah*”, it means that 70% students are still confused in constructing a sentence when they write narrative text. Second, student disagree that “*Menterjemahkan bahasa inggris adalah hal yang mudah*”, it means that translating is hard for 70% students. Third, 50% students agree that “*Memakai Verb₂ yang beraturan adalah hal yang sulit*”. And then, 45% students agree that “*Saya masih merasa kesulitan dalam menentukan to be (was, were) dalam penulisan narrative text*”. The last, 50%

students agree that “*Saya merasa kesulitan dalam mengubah verb₁ ke verb₂ dalam penulisan narrative text*”. It indicates that grammar and tense is a big problem because the misformation error is the most and highest frequent errors which made by students. Beside that, from the interview shows that in relation to the error analysis, the reason why the students made error in misformation (as the highest percentage of the errors based on Surface Strategy Taxonomy) because lack of students in grammar and tense. Similarly, for the omission because of their lack in grammar and tense too, such as omission of morpheme –ed, and omission of the article “the” and etc. For addition, the factor that caused errors was overgeneralization of English grammar. Finally, for misordering is caused the different language rules between Indonesian and English made the students confused in constructing a sentence.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter describes conclusion and suggestion based on the data as the result of the research.

A. Conclusion

After analyzing the result of the data, the writer concludes that: Most of students at tenth grade students of MAN Cimahi committed 4 (four) types of surface strategy taxonomy errors. The percentage and frequency of errors resulted from the students narrative text writing based on Dulay's theory. They are:

1. Errors in omission is 4.68% (19 items)
2. Errors in addition is 21.19% (86 items)
3. Errors in misinformation is 67.73% (275 items)
4. Errors in misordering 6.40% (26 items)

So, it can be concluded that after analyzing through the research the writer got the data about the students' error, which are commonly made in writing narrative text. The data described that the highest frequency of errors is misinformation. And most of them made errors in this area of writing narrative text because they are lack of English grammatical rules mastery and the difference rules between Indonesian and English language.

B. Suggestion

The suggestions of this research, the writer hopes the result from this research would be a consideration for:

1. For Students

The students have to be more careful on grammar and tenses and students should recall vocabularies they have got more often and have to enrich their vocabulary.

2. For English Teachers

In this case, in teaching learning process, teachers have to be able to motivate and support the students in writing class. The teachers should not only give mark in students' writing but also they have to give feed-back on it. It is in the form of corrections toward their writing. Because there are so many grammatical errors found in students' writing, grammar should not be thought implicitly. It would be better if the teacher spends one or two hours to teach grammar once a week.

3. For Further Research

This research can be used as a reference to other researchers who are interested in investigating the students' error in writing narrative text or they can do research deeper related to the title of this paper.

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