

AN ANALYSIS ON STUDENTS' ERROR IN WRITING SIMPLE SENTENCES (THE DESCRIPTIVE QUALITATIVE STUDY OF THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN KEDIRI IN THE ACADEMIC YEAR OF 2017/2018)

Fitriatul Masitoh

IAIN Kediri
fitriatulmasitoh@gmail.com

Abstract:

This study explores kinds of errors that the English education department students of the second semester make in writing simple sentences and to examine the most frequent errors they make. Related to this issue, descriptive qualitative method was implemented in this study. The result shows that the second semester students, C class, of English education department made errors in writing simple sentences especially in narrative text. The errors found are 212 errors. They made errors covering all four kinds of errors. They are omission, addition, misformation, and misordering. The misformation errors have the highest number of errors. There are 102 numbers of errors or 48,11% of the total errors. On the other hand, the lowest error is misordering. There are only 12 errors or 5,66% of the total number of error.

Keywords: error analysis; writing; simple sentence

INTRODUCTION

In *Permendikbud* no. 24 tahun 2016, it is explained that *Kompetensi Inti* in K-13 for senior high school students covers four main students' competencies. They are religion, behaviour, knowledge, and skill. For skill competency, writing is placed as the highest level of skill. The demand to have good writing skill does not end in senior high school. For those who study at a university must also hold proficient ability in writing to accomplish many duties particularly for the English department students. They must pass some levels of writing lectures before writing a thesis. This is undeniable statement that writing is the most difficult skill for L2 learners to master. The complexity lies not only in generating and organizing ideas, but also in converting these ideas into readable text. L2 writers have to focus on higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their

language proficiency is not good enough¹. The likely cause of difficulties of non-native English speakers in writing is the influence of mother language². This hypothesis is strengthened by Kusumawardhani³. She states that most of students' errors in writing are affected by first language. For that reason, most of them tend to commit errors. Corder (in Richard⁴) states that errors are significant in three obvious ways. First is to the teacher. Errors depict how far the learner has progressed. Consequently, it remains for the teacher to learn. Second, errors provide researchers with evidence on how language is acquired, what strategies or

¹ Richard, J. C dan Renandya, W. A, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).

² Abdullah, A.T. H.bin, "Error Analysis on The Use of The SimpleTense and The Simple Past Tense in Writing Essays Among TESL College Students," *International Journal of Education and Research* 1, no. 12 (2013): 1-12.

³ Kusumawardhani, P., "ERROR ANALYSIS IN WRITING AN ENGLISH NARRATIVE COMPOSITION," *Jurnal LINGUA CULTURA* 9, no. 2 (2015): 132-36, <https://doi.org/10.21512/lc.v9i2.824>.

⁴ Richard, J. C., *Error Analysis: Perspective on Second Language Acquisition* (Harlow: Longman Group Ltd, 1984).

procedures the learner are employing in his discovery of the language. Thirdly, errors are indispensable to the learner himself because they can be regarded as a device to learn. Making errors is a strategy employed both by children acquiring their mother tongue and by those who are learning a second language. Errors can be accepted as a kind of learning activity made by the learners.

Coping with challenges of students' errors in writing simple sentences for narrative paragraph, some relevant studies are conducted to identify and analyze them. To begin with, the study of errors on the use of the simple present tense and the simple past tense in writing essays among 53 students taking diploma in TESL is conducted by Abdullah⁵. The findings of his study prove that many students committed errors involving grammatical items, such as subject-verb agreement, tenses, parts of speech and vocabularies. Types of errors committed by the students with regard to Error Analysis Method are due to omission, addition, misinformation and misordering. Some factors have been identified to contribute to the problem such as: lack of knowledge and competence of the English grammar, influence of the mother tongue, loan words and lack of exposure of the English language.

The second study related to students' errors in writing narrative paragraph was completed by Oktaviani⁶. They focus on the kinds and the causal factors of errors made by 32 students in the first year of SMAN 1 Yogyakarta in writing narrative texts. The results are: (1) four categories of errors were found in the students' written texts, consisting of (a) seven kinds of omission errors; (b) three kinds of addition errors; (c)

six kinds of selection errors; (d) 18 errors in the form of ordering errors. Furthermore, from 396 errors found, 2 errors were global errors. (2) selection errors occur most frequently (52.7%) followed by omission errors (25.2%), addition errors (17.9%), and misordering errors (4.0%). (3) two kinds of direct factors found, namely negative interlanguage transfers and negative intralingual transfer (4) the three sources of indirect factors causing the students to make errors in their writing are: students' low interest, feedback on the students' writing results, and low frequency of the writing instruction.

Still discussing the relevant studies about students' errors in writing narrative paragraph, Kusumawardhani⁷ examines error analysis in writing an English narrative composition of 20 students. Based on her study, she concludes that the students make errors in term of four categories. Those are 30 items or 15% for errors of selection, 25 items or 12.5% for errors of ordering, 115 items or 57.5% for errors of omission, and 30 items or 15% for errors of addition. The study of students' errors in writing narrative paragraph does not end here. Budiarta, Suputra, and Widiastara⁸ analyze grammatical errors on narrative writing of ninth grade students. Their study aims at identifying the types of grammatical errors on students' narrative writings and analyzing the causing factors contributing to the students' errors. The result confirms that the most frequent type of grammatical errors committed was misinformation error (46.50%), followed by omission error (35.56%), addition error (14.74%), and the least one was misordering error (3.19%). Moreover,

⁵ Abdullah, A.T. H. bin, "Error Analysis on The Use of The Simple Tense and The Simple Past Tense in Writing Essays Among TESL College Students."

⁶ Oktaviani, S., "AN ERROR ANALYSIS OF THE NARRATIVE WRITTEN TEXTS OF THE FIRST YEAR STUDENTS OF SMAN 1 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013," *Bahasa, Sastra, dan Terjemahan* 1, no. 1 (2015): 62-69.

⁷ Kusumawardhani, P., "ERROR ANALYSIS IN WRITING AN ENGLISH NARRATIVE COMPOSITION."

⁸ Budiarta, L. G. R, Suputra P. E. D, dan Widiastara, I. K., "AN ANALYSIS OF GRAMMATICAL ERRORS ON NARRATIVE WRITING COMMITTED BY THE NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL," *International Journal of Language and Literature* 2, no. 3 (2018): 98-107, <http://dx.doi.org/10.23887/ijll.v2i3.16315>.

the sources of errors were dominated by intralingual transfer (35.33%), followed by interlingual transfer (34.50%), and context of learning (30.15%).

Another study of students' error in writing especially in narrative text is conducted by Deni and Kristanto⁹. It is intended to investigate kinds of errors made by the third semester students of the English Language Education Study Program in writing narrative text and find out the sources of the errors made by them. To analyze the data, the researchers use Dulay et al's theory namely surface strategy taxonomy, communicative effect taxonomy and Brown' theory namely interlingual transfer and intralingual transfer. There are 152 data containing omission, 98 data containing addition, 432 data containing misformation, and 17 data containing misordering. Meanwhile, the sources of error that the researchers found are 16 errors caused by interlingual transfer and 276 caused by intralingual transfer.

Based on these relevant studies, it can be underlined that analyzing students' errors in writing especially narrative text is extremely beneficial to conduct. Relying on this reason, this study is accomplished to explore more about the students' errors in writing simple sentences in narrative paragraph and to find out the percentage of these students' errors.

METHOD

Since the major focus of this research is to find out kinds of errors that the English education students of the second semester make in writing simple sentences, a qualitative research is appropriate to use. It to investigate an object naturally in which the researcher is the key instrument, data collection is done by triangulation, data is analyzed inductively, and its

⁹ Deni dan TMA. Kristanto, "AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT," *JOURNAL OF ENGLISH LANGUAGE AND LANGUAGE TEACHING (JELLT)* 1, no. 1 (2017), <http://jurnal.ustjogja.ac.id/index.php/JELLT/article/view/923http%3A>.

findings emphasize meaning rather than generalization¹⁰.

This research was conducted at IAIN Kediri in even semester, i.e. from March to June, in the academic year of 2017/2018. The subject of this research was the English department students who take Sentence and Paragraph Writing class. There are 35 second semester students of English education department join this class. The purposive sampling is taken in which the participants are selected because they represent the research design and the limitation of the researcher¹¹. In other words, this study will more likely provide much more information about the issue.

In this research, the data collection was the document analysis covering students' simple sentences in writing some kinds of paragraph. Dealing with the data analysis, three activities proposed by Miles and Huberman (in Sugiyono)¹² were done in this research. According to them, there are by the researcher in analyzing the data. They are data reduction, data display, and conclusion drawing or verification.

In doing the data reduction, the researcher summarized, selected the important points, focused on them, and looked for their theme. Through this stage, the data that had been reduced gave more obvious description and made the next step of data collection easier. After reducing the data, the next step was to display the data. The last step done in analyzing qualitative data was drawing the conclusion. At this stage, the conclusion drawn earlier became credible data because they were supported by the consistent evidences when the researcher is at field. In other words, the conclusion of this research could answer the problem statements.

¹⁰ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2013).

¹¹ Given. L. M, "Case Study," *The Sage Encyclopedia of Qualitative Research Methods* (Thousand Oaks: Sage, 2008).

¹² Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2013).

DISCUSSION

A. Kinds of error written by the second semester students of English education department at IAIN Kediri in the academic year of 2017/2018

A surface strategy taxonomy highlights the ways surface strategies are altered. Here, learners may omit necessary item or add unnecessary ones. Besides, they may misform items or misorder them¹³.

1. Omission Error

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The examples of this sub-type of errors are presented below:

a. Omission of *to*

Sentence	Error	Correction
	When I was 7 years old, everyday my brother taught <u>me ride</u> bicycle in front of the home.	When I was 7 years old, everyday my brother taught me to ride bicycle in front of the home.
Student 1	I started <u>ride</u> my bicycle slowly.	I started to ride my bicycle slowly.
	I <u>started went</u> around the village with my friends.	I started to go around the village with my friends.
	When I <u>went school</u> by bicycle, I <u>got accident</u> .	When I went to school by bicycle, I got an accident.
Student 6	I <u>tryed</u> make it.	I tried to make it.
Student 13	In conclusion, when I want something <u>achieved</u> I have to study harder.	In conclusion, when I want something to achieve I have to study harder.
Student 31	In the morning I was sitting <u>relaxed</u> , suddenly my brother approached me.	when I was sitting to relax In the morning, my brother approached me suddenly.
Student 34	In conclusion, I was very happy <u>stay</u> in Bali.	In conclusion, I was very happy to stay in Bali.

¹³ Dulay, H., Burt, M., dan Krashen, S., *Language Two* (Oxford: Oxford University Press, 1982).

b. Omission of suffix *-s/-es*

Sentence	Error	Correction
Student 1	<u>Many funny moment</u> couldn't be repeated when we <u>were</u> adult.	Many funny moments couldn't be repeated when we are adult.
Student 5	I got bad experience in my life <u>few month</u> ago.	I got bad experience in my life few months ago.
Student 34	I <u>have many friend</u> in my school.	I had many friends in my school.

c. Omission of *Preposition*

Sentence	Error	Correction
Student 2	During riding, we screamed because it <u>was very high-speed</u> .	During riding, we screamed because it was in very high-speed.
Student 4	I got a bad experience when I <u>was elementary</u> school.	I got a bad experience when I was in elementary school.
Student 13	I study hard, working on questions about the <u>material UN</u> .	I studied by answering questions about the material of UN.
Student 18	Finally, when I came home my family <u>was not home</u> .	Finally, when I came home my family was not at home.
Student 22	I got a bad moment when I <u>was elementary</u> school.	I got a bad moment when I was in elementary school.
	At first, I <u>was kindergarten</u> .	At first, when I was in kindergarten.
Student 34	Second, I visited a beautiful tourist spot <u>wit</u> my family because my house is close to tourism place, like Kuta beach.	Second, I visited a beautiful tourist spot with my family because my house was close to tourism place, like Kuta beach.

d. Omission of *Be*

Sentence	Error	Correction
Student 3	An embarrassing experience in my <u>live a</u> failure in the singing competition.	An embarrassing experience in my life was getting failure in the singing competition.
Student 5	It was a lesson for me <u>to carefully</u> when I rode motorcycle.	It was a lesson for me to be careful when I rode motorcycle.
Student 6	<u>First</u> , gathering with family.	First is gathering with family.
Student 7	At first, <u>my finger scratched</u> by knife. Consequently my <u>cuisine untidy</u> on the floor.	At first, my finger was scratched by knife. Consequently my cuisine was untidy on the floor.
Student 8	Indeed, getting failure from the plan <u>we planned</u> was not totally bad.	Indeed, getting failure from the plan we had planned was not totally bad.
Student 14	I was nervous <u>because</u> worried if there was missing file again.	I was nervous because I was worried if there was missing file again.
Student 16	You could imagine that, when I <u>wrong to used</u> recipes. I couldn't set the time in my oven and the time is overtime it was make my cake charred and <u>couldn't eat</u> anymore.	You could imagine that when I was wrong to use recipes. I couldn't set the time in my oven and it overtime. As a result, it made my cake charred and couldn't be eaten anymore.
Student 18	I turned and didn't know that in front of me there was a <u>farmer brought</u> grass. <u>I very</u> embarrassed.	I turned and didn't know that in front of me there was a farmer who was bringing grass. I was very embarrassed.

Student 20	I wanted to cry at that moment because my dad <u>would angry</u> to me if I let him knew.	I wanted to cry at that moment because my dad would be angry to me if I let him know.
Student 24	<u>I really</u> happy.	I was really happy.
Student 32	In conclusion, at the moment that I <u>speechless</u> , I just cry happy.	In conclusion, I was speechless at the moment that I just cried because of feeling happy.
Student 34	If it is a long vocation I <u>visited</u> my grandmother house in the village.	If it was a long vacation, I would visit my grandmother house in the village.

e. Omission of *Article*

Sentence	Error	Correction
Student 5	The next day, my father took me <u>to hospital</u> to check my foot.	The next day, my father took me to a hospital to check my foot.

f. Omission of *Verb*

Sentence	Error	Correction
Student 5	The <u>docter</u> wanted me <u>to CT scan my</u> foot.	The doctor wanted me to have CT scan for my foot.
Student 20	I was confused and <u>they me</u> to stop.	I was confused and they told me to stop.

g. Omission of *Pronoun (possessive and object pronoun)*

Sentence	Error	Correction
Student 6	<u>Long holiday</u> was very wonderful moment with my family and friends.	My long holiday was very wonderful moment with my family and friends.
Student 8	It <u>was deeply hurt</u> .	It hurted me deeply.
Student 10	After a few days of practice, my father <u>let go</u> when I was pedaling the bicycle.	After a few days of practice, my father let me go when I was pedaling the bicycle.

h. Omission of *suffix -ing*

Sentence	Error	Correction
----------	-------	------------

Student 6	During <u>gether</u> we enjoyed watching a movie.	During gathering, we enjoyed watching a movie.
Student 11	In conclusion, accused the hotel of <u>bring</u> two towels was an unpleasant experience ever in my life.	In conclusion, accused by the hotel officer of bringing two towels was an unpleasant experience ever in my life.

i. Omission of *suffix -ly*

Sentence	Error	Correction
Student 6	My parents hurt me seriously and <u>happy</u> .	My parents hurt me seriously and happily.
Student 26	Suddenly, a bicycle hit me and <u>an unconscious</u> .	Suddenly, a bicycle hit me and make me unconsciously.
Student 32	First is when I arrived at school, my friends looked <u>different</u> .	First is when I arrived at school, my friends looked differently.

j. Omission of *Conjunction*

Sentence	Error	Correction
Student 6	<u>Then</u> we enjoyed to see beach and played at the at the edge of the shore.	After that we enjoyed to see beach and played at the edge of the shore.
Student 20	I just obeyed because it was my <u>fault not</u> wearing a helmet.	I just obeyed because it was my fault for not wearing a helmet.
Student 23	There was also a game for the participants Bimtes <u>was not</u> bored with all the activities.	There was also a game for the Bimtes participants, so we were not bored with all the activities.

k. Omission of *Object*

Sentence	Error	Correction
Student 14	I <u>verify</u> to Malang with my brother by motorcycle.	I verified the data to Malang with my brother by motorcycle.

l. Omission of *suffix -ed*

Sentence	Error	Correction
Student 24	I quickly took a bus and <u>prepare</u> all my school stuff.	I quickly took a bus and prepared all my school stuff.

Student 32	Third, it turned out they had <u>prepare</u> a surprise for me.	Third, it turned out they had prepared a surprise for me.
------------	---	---

2. Addition Error

In addition error, the students tend to add an item that should not be written in a well-formed sentence. The examples of this sub-type are as follows:

a. Addition of *suffix -ing*

Sentence	Error	Correction
Student 1	In conclusion, we had <u>to enjoying</u> as a childhood because childhood is a part of <u>life an unforgettable</u> .	In conclusion, we had to enjoy our childhood because childhood is a part of an unforgettable life.
Student 16	In conclusion, I know <u>and</u> now I should pay attention and be careful to make and <u>baking</u> a cake.	In conclusion, I knew and now I should pay attention and be careful to make and bake a cake.
Student 24	My teacher <u>scolding</u> me in front of my friends, <u>I'm</u> so ashamed.	My teacher scolded me in front of my friends, I was so ashamed.

b. Addition of *be*

Sentence	Error	Correction
Student 3	Her performances was so good.	Her performances were so good.
Student 5	Than my friend <u>was guide</u> me from motorcycle.	Then my friend guided me from motorcycle.
Student 5	It was a lesson for me <u>to carefully</u> when I rode motorcycle.	It was a lesson for me to be careful when I rode motorcycle.
Student 6	My father <u>were</u> teaching me to make a cake.	My father was teaching me to make a cake.
Student 8	It <u>was deeply hurt</u> .	It hurted me deeply.
Student 13	When I <u>was could not doing</u> , I asked my sister <u>and my sister taught</u> me patiently.	When I could not do, I asked my sister to teach me patiently.

Student 15	My chin hit the asphalt and two of my teeth <u>was slipped</u> off.	My chin hit the asphalt and two of my teeth slipped off.
Student 19	My funny experience <u>was happened</u> when I came to my friend's birthday party.	My funny experience happened when I came to my friend's birthday party.
Student 23	There was also a game for the participants Bimtes <u>was not</u> bored with all the activities.	There was also a game for the Bimtes participants, so we were not bored with all the activities.
Student 24	I had very amazing experience when I <u>was</u> celebrated my 17th birthday.	I had very amazing experience when I celebrated my 17th birthday.
Student 25	Later my father <u>was taught</u> me to ride a bike again.	Later my father taught me to ride a bike again.
	<u>I was rode</u> very fast.	I rode very fast.
	I <u>was called</u> my friends and invited them <u>to played</u> ball in front of my house.	I called my friends and invited them to play ball in front of my house.
	Next, we <u>were played</u> it I <u>was meant</u> to kick the ball into the goal but the ball bounced in the window of my neighbor's house and finally was broken.	Next, we played it, I meant to kick the ball into the goal but the ball bounced in the window of my neighbor's house and it was finally broken.
	So, I <u>was cried</u> and asked <u>to bought</u> it.	So, I cried and asked to buy it.
	<u>First was,</u> I played in class.	First, I played in class.
	<u>Second was,</u> I slipped on banana peel.	Second, I slipped on banana peel.
<u>Third was,</u> my teeth dislodged.	Third, my teeth dislodged.	
	So, I <u>was cried</u> and asked to bought it.	So, I cried and asked to buy it.

Student 27	<u>First was,</u> I played in class.	One day, I played in class.
	<u>Second was,</u> I slipped on banana peel.	Second, I slipped on banana peel.
	<u>Third was,</u> my teeth dislodged.	Third, my teeth dislodged.
Student 28	I <u>wasn't</u> like attitude.	I didn't like attitude.
Student 32	They <u>were</u> more considerate than ever.	They considerate more than before.
Student 29	There <u>was</u> many <u>games</u> zone.	There were many games zone.
Student 31	After that, I <u>was</u> continue to practice riding a <u>motorcycles</u> in the field every afternoon.	After that, I continued to practice riding a motorcycle in the field every afternoon.

c. Addition of verb

Sentence	Error	Correction
Student 6	I <u>tried</u> make it.	I tried to make it.
Student 21	I played Giants Wings it was very tight and <u>and</u> made my heart <u>beated</u> faster.	I played Giants Wings. It was very tight and made my heart beat faster.
	I was excited to <u>enjoyed</u> that holiday.	I was excited to enjoy that holiday.
Student 24	Finally, we celebrated my birthday by eating <u>eating</u> cake.	Finally, we celebrated my birthday by eating cake.
Student 26	I spend some days in my room until my leg and my right ear was <u>dealed</u> .	I spent some days in my room until my leg and my right ear were dealt.
Student 31	First, I learned how to <u>drive</u> and learn to change his gear.	First, I learned how to ride a motorcycle and change his gear.
	I started now careful <u>driving</u> and I started to ride well.	I started to be careful in riding motorcycle and I started to ride well.

d. Addition of punctuation

Sentence	Error	Correction
Student 6	<u>First,</u> gathering with family.	First is gathering with family.

Student 23	I had bad <u>accident</u> , when I came home from Bimtes STAIN.	I had bad accident when I came home from Bimtes STAIN.
------------	---	--

e. Addition of *conjunction*

Sentence	Error	Correction
Student 4	<u>And</u> then, I find him.	Then, I found him.
Student 15	<u>And</u> when I looked forward <u>again</u> , the steer was shaking.	When I looked forward, the steer was shaking.
Student 21	I played Giants Wings it was very tight and <u>and</u> made my heart <u>beated</u> faster.	I played Giants Wings it was very tight and made my heart beat faster.
Student 31	<u>But</u> , I was sure tried and prayed that nothing would happen. <u>And</u> without my realizing it, I got a surprise from my parents.	I was surely tried and prayed that nothing would happen. I was very surprised when I got a surprise from my parents.

f. Addition of article

Sentence	Error	Correction
Student 8	At last I was very thankful to <u>the</u> God because of giving me the right plan.	At last I was very thankful to God because of giving me the right plan.
Student 30	I also got a <u>present</u> s from my friends, they gave a dolls, bags, jacket and much more.	I also got presents from my friends, they gave a dolls, bags, jacket and much more.

g. Simple Addition

Sentence	Error	Correction
Student 13	<u>So</u> , I was <u>determined</u> to be admitted at SMKN 2 Kediri.	As a result, I was admitted at SMKN 2 Kediri.
Student 15	I <u>crien</u> a lot after I realized that my mouth was full of blood.	I cried a lot after I realized that my mouth was full of blood.
Student 29	In summary, it was a lesson for me to carefully <u>when I swam</u> in the swimming pool.	In summary, it was a lesson for me to swim carefully in the swimming pool.
Student 31	In the morning I was sitting <u>relaxed</u> , suddenly my brother approached me.	In the morning I was sitting to relax, suddenly my brother approached me.

Student 33	I was afraid because the commite said if I <u>must crossed</u> the dark road and I <u>have to</u> climb the hill.	I was afraid because the committee said if I had to cross the dark road and climb the hill.
------------	---	---

Student 34	Second, I visited a <u>beautifull</u> tourist spot with my family because my house <u>is</u> close to tourism place, like Kuta beach.	Second, I visited a beautiful tourist spot with my family because my house was close to tourism place, like Kuta beach.
------------	---	---

Student 35	After a while, I gave my friend hot water and <u>gingger</u> but they didn't work.	After a while, I gave my friend hot water and ginger but they didn't work.
------------	--	--

3. Misformation

These errors are characterized by the use of the incorrect form of the morpheme or structure. Here, the learners supply something although it is incorrect. Errors of misformation in this study are listed below:

a. Misformation of singular and plural subject

Sentence	Error	Correction
Student 1	The green fields spread and <u>stretches</u> mountain so <u>all that</u> made me very happy.	The green fields spread and stretched mountain so all those made me very happy.

b. Misformation of tense

Sentence	Error	Correction
Student 1	Many funny moments couldn't be repeated when we <u>were</u> adult.	Many funny moments couldn't be repeated when we are adult.
Student 4	<u>And</u> then, I <u>find</u> him. I told my mother everythings <u>happen</u> to me.	Then, I found him. I told my mother everything happened to me.
Student 5	I <u>run</u> after him. <u>But</u> , I couldn't see him. Than my friend <u>was guide</u> me from motorcycle.	I ran after him, but I couldn't see him. Then my friend guided me from motorcycle.

Student 6	I <u>am</u> learning to make a cake.	I was learning to make a cake.	Then, I <u>fill out</u> the biography and <u>make</u> a payment.	Then, I filled out the biography and made a payment.
	I <u>am having</u> take a rest.	I took a rest.		
Student 7	My father <u>were</u> teaching me to make a cake.	My father was teaching me to make a cake.	I <u>verify</u> to Malang with my brother by motorcycle.	I verified the data to Malang with my brother by motorcycle.
	When I learned to cook <u>are</u> very fun and interesting.	When I learned to cook at that time was very fun and interesting.		
Student 9	<u>When I ate my snack</u> , I heard my sister <u>vomit</u> loudly.	While I was eating my snacks, I heard my sister vomited loudly.	Student 14 I stayed at my brother friend's house because the <u>verify must</u> take a queue number which <u>starts</u> at 2 a.m.	I stayed at my brother friend's house because the verification needed take a queue number which was started at 2 a.m.
Student 11	At first, we <u>depart</u> from school at 9 p.m.	At first, we departed from school at 9 p.m.		
	After <u>took</u> 3 hours, I fell asleep.	After taking 3 hours, I fell asleep.	I <u>must</u> verify the data that <u>has been</u> collected in Malang.	I had to verify the data that had been collected in Malang.
	After 30 minutes we waited, we <u>can</u> continue the trip again.	After 30 minutes we waited, we could continue the trip again.		
Student 12	I took a shower and <u>get</u> ready.	I took a shower and got ready.	Student 15 I <u>had fell</u> of my bike when I was in elementary school.	I fell down from my bike when I was in elementary school.
	I <u>get</u> a lot of friends with different kinds of characters and different properties.	I got a lot of friends with different kinds of characters and different properties.	Student 16 I stayed at my brother friend's house because the <u>verify must</u> take a queue number which <u>starts</u> at 2 a.m.	I stayed at my brother friend's house because the verification needed take a queue number which was started at 2 a.m.
Student 13	When I <u>was could not doing</u> , I asked my sister <u>and my sister</u> taught me patiently.	When I could not do, I asked my sister to teach me patiently.		
	I <u>study</u> hard, <u>working</u> on questions about the <u>material UN</u> .	I studied by answering questions about the material of UN.	Student 17 when I used flour, <u>sometime I used</u> too much flour and <u>make</u> the cake <u>couldn't</u> eat.	When I used flour, sometimes I poured too much flour and made the cake couldn't be eaten.
Student 17	I <u>don't</u> know what happened.	I didn't know why it happened.		

Student 18	The weather <u>is</u> cloudy.	The weather was cloudy.
	So I <u>move</u> quickly to <u>went</u> home.	So I moved quickly to go home.
	After <u>arrived</u> home, I lived alone.	After arriving at home, I lived alone.
Student 19	When I'm <u>going to</u> pay the for the gift I realized that I didn't bring any money.	When would pay the for the gift I realized that I didn't bring any money.
	In that game I have to hit a doll that <u>contains</u> can deal with my eyes closed	In that game I had to hit a doll containing a can with my eyes closed
Student 20	I immediately took a bath and got ready <u>to went</u> to school in a hurry.	I immediately took a bath and got ready to go to school in a hurry.
	I <u>was taking</u> a deep breath and <u>screaming</u> .	I took a deep breath and screamed.
	I <u>could not</u> <u>forgot</u> this worst experience.	I could not forget this worst experience.
Student 23	I <u>leave</u> at 5.30 a.m.	I left at 5.30 a.m.
	I accidentally <u>broken</u> a plate when I washed it.	I accidentally broke a plate when I washed it.
Student 24	My teacher <u>scolding</u> me in front of my friends, I'm so ashamed.	My teacher scolded me in front of my friends, I was so ashamed.
	I apologized and quickly <u>clean</u> it.	I apologized and quickly cleaned it.
	My father and my mother <u>scolding</u> me, they said that I was <u>too often</u> <u>saw</u> Korean drama and <u>playing</u> cellphone.	My father and my mother scolded me, they said that I only spent my time by watching Korean drama and playing cellphone.

Student 25	Next, after my bike <u>came home</u> , my father directly <u>teach</u> , how to <u>rode</u> a bike.	Next, after my bike was at home, my father directly taught me how to ride a bike.
	In conclusion, <u>special moment</u> when I was 6 years old <u>are</u> my father gave me a bike, my mother gave me a ball, and my parents gave me a cake.	In conclusion, when my father gave me a bike, my mother gave me a ball, and my parents gave me a cake were the special moments when I was 6 years old.
	So, I was cried and asked <u>to bought</u> it.	So, I cried and asked to buy it.
Student 26	Next, my right ear got <u>injury</u> and broken.	Next, my right ear got injured and broken.
	I <u>spend</u> some days in my room until my leg and my right ear <u>was dealed</u> .	I spent some days in my room until my leg and my right ear were dealt.
	As a result, i was hit by bicycle and my right ear got <u>injury</u> .	As a result, i was hit by bicycle and my right ear got injured.
Student 27	In conclusion, I <u>don't wont</u> to do it again it was very bad experience.	In conclusion, I didn't want to do it again it was very bad experience.
	I tried to enjoy the travel by <u>saw</u> the view from the window.	I tried to enjoy the travel by seeing the view from the window.
Student 29	I had <u>drink</u> a lot of water.	I had drunk a lot of water.
Student 31	After that, I was <u>continue</u> to practice riding a <u>motorcycles</u> in the field every afternoon.	After that, I continued to practice riding a motorcycle in the field every afternoon.
	I was scared to ride a motorcycle, but I <u>keep trying</u> back.	I was scared to ride a motorcycle, but I kept trying.
	I <u>feel</u> very touched and very grateful to my parents.	I felt touched and grateful very much because of my parents.

Student 32	My friends <u>come</u> to my house at night.	My friends came to my house at night.
	In conclusion, at the moment that I speechless, I just <u>cry</u> happy.	In conclusion, I was speechless at the moment that I just cried because of feeling happy.
Student 33	In conclusion, I was very tired but I <u>am</u> very happy.	In conclusion, I was very tired but I was very happy.
Student 34	If it <u>is</u> a long vocation I <u>visited</u> my grandmother house in the village.	If it was a long vacation, I would visit my grandmother house in the village.
	I <u>have many friend</u> in my school.	I had many friends in my school.

c. Misformation of object

Sentence	Error	Correction
Student 1	In conclusion, we had to enjoying <u>as a</u> childhood because childhood is a part of life an unforgettable.	In conclusion, we had to enjoy our childhood because childhood is a part of an unforgettable life.
Student 3	An embarrassing experience in my <u>live a</u> failure in the singing competition.	An embarrassing experience in my life was getting failure in the singing competition.
Student 25	My parents gave me cake because I saw a <u>gave of cake</u> I at birthday party on television.	My parents gave me cake because I saw the gift of cake at birthday party on television.

d. Misformation of conjunction

Sentence	Error	Correction
Student 3	<u>So</u> , my feet tripped and finally fell down.	As a result, my feet tripped and finally fell down.
Student 4	My father never prioritized me <u>between</u> his students.	My father never prioritized me among his students.
Student 5	<u>Than</u> my friend was guide me from motorcycle.	Then my friend guided me from motorcycle.

Student 8	<u>So</u> , I studied in English course for nine months.	As a result, I studied in English course for nine months.
Student 11	<u>But</u> , I left room the towels was still in place.	By the time I left room the towels was still in place.
Student 12	In conclusion, <u>that</u> was my exciting experience when I was a freshman at STAIN Kediri.	In conclusion, getting lost was my exciting experience when I was a freshman.
Student 15	<u>When</u> I was riding, one of my friends <u>was calling</u> me.	While I was riding, one of my friends called me.
	<u>And</u> I fell <u>of</u> my bike <u>after that</u> .	Soon I fell down from my bike.
Student 26	<u>So</u> , my right ear must be <u>sewn</u> .	As a result, my right ear must be treated.
Student 29	<u>But on the day</u> , I slipped and sank.	Unfortunately, I slipped and sank.
	I could just ask for help <u>with waved</u> my hand upstairs.	I could just ask for help by waving my hand upstairs.
Student 30	They shook my hand <u>and</u> I gave them parcel.	They shook my hand, then I gave them parcel.
Student 31	<u>And</u> without my realizing it, I got a surprise from my parents.	I was very surprised, when I got a surprise from my parents.

e. Misformation of choosing appropriate word in English

Sentence	Error	Correction
Student 3	In that competition, I followed <u>with</u> my sister.	My sister and I joined the same competition.
Student 4	I was very happy because I <u>usually got</u> second rank.	I was very happy because I used to get second rank.
Student 6	I heard that my father said, "Don't give my child the first rank because I am a headmaster. <u>Judge her because</u> her ability!"	I heard that my father said, "Don't give my child the first rank because I am a headmaster. Rate her based on her ability!"
Student 6	Jepara beach was first <u>purpose</u> .	Jepara beach was first destination.

Student 7	Finally the taste was salted. <u>Because cuisine when was hot cannot tasted.</u>	Finally the cuisine was salted, because I cannot taste when it was hot.
Student 8	It happened when I graduated from school; futhermore, I <u>also was rejected from</u> any universities.	It happened when I graduated from school; furthermore, I was not admitted in any universities as well.
Student 10	In conclusion, I couldn't forget my <u>good experience</u> when I was child.	In conclusion, I couldn't forget the process of learning to ride a bike.
Student 11	After I <u>accepted and passed</u> SPAN PTKIN at STAIN selection path in the STAIN, a few days later I went to STAIN with my friend to register.	After I was admitted by passing SPAN PTKIN at STAIN, a few days later, I went to STAIN with my friend to register.
Student 12	<u>When my friend and I went to STAIN</u> , we lost <u>on the street</u> because <u>previous we didn't come to</u> STAIN.	Arriving on the way to STAIN, we lost because we had never come to STAIN before.
	After that we asked someone on the street <u>STAIN location.</u>	After that we asked someone on the street how to get to STAIN.
Student 13	<u>So</u> , I was <u>determined to be</u> admitted at SMKN 2 Kediri.	As a result, I was admitted at SMKN 2 Kediri.

	First, I learned how to <u>drive</u> and learn to change his gear.	First, I learned how to ride a motorcycle and change his gear.
	I <u>drove slowly when</u> I accidentally turn the bend, and the motorcycle I <u>drive</u> out of control and hit a banana tree around the road.	I rode slowly, I turned left and my motorcycle was out of control and hit a banana tree around the road.
Student 31	Finally, from the fall incident from the <u>bike.</u>	Finally, the incident of falling from the motorcycle.
	I started now careful <u>driving</u> and i started to ride well.	I started to be careful in riding motorcycle and i started to ride well now.
	They were more considerate than <u>ever.</u>	They were more considerate than before.
Student 32	I <u>had</u> a diamond ring from my parents.	I got a diamond ring from my parents.

f. Misformation of preposition

Sentence	Error	Correction
Student	I tried to join examination <u>in</u> ITS, UM, and UNY.	I tried to join examination at ITS, UM, and UNY.
Student 9	My family and I spent our holiday <u>in</u> WBL.	My family and I spent our holiday at WBL.
	We arrived <u>in</u> WBL at 9 a.m.	We arrived at WBL at 9 a.m.
	We <u>waited in</u> the hotel lobby.	We waited for others in the hotel lobby.
Student 11	In conclusion, <u>accused the hotel</u> of <u>bring</u> two towels was an unpleasant experience ever in my life.	In conclusion, accused by the hotel officer of bringing two towels was an unpleasant experience ever in my life.
Student 17	When I was <u>on</u> my seventeenth birthday, I got the best present from my parents.	When I was in my seventeenth birthday, I got the best present from my parents.

	Suddenly, my headmaster came <u>in</u> class and called us.	Suddenly, my headmaster came to the class and called us.
Student 22	He got really angry <u>to</u> us.	He got really angry with us.
	In conclusion, our head master was angry and gave punishment <u>for</u> us.	In conclusion, our head master was angry and gave punishment to us.

g. Misformation of modal auxiliaries

Sentence	Error	Correction
Student 33	I was afraid because the commite said if I <u>must</u> crossed the dark road and I <u>have</u> to climb the hill.	I was afraid because the committee said if I had to cross the dark road and climb the hill.
	In the morning, we were formed into several groups and we <u>have</u> to through the forest as far as 8 km.	In the morning, we were formed into several groups and we had to pass through the forest as far as 8 km.

h. Misformation of adverb

Sentence	Error	Correction
Student 26	Suddenly, a bicycle hit me and <u>an</u> unconscious.	Suddenly, a bicycle hit me and make me unconsciously.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in a sentence. The examples of this type of errors are presented below:

Student	Error	Correction
Student 3	In that competition, I followed <u>with</u> my sister.	My sister and I joined the same competition.
Student 1	In conclusion, we had to enjoying as a childhood because childhood is a part of <u>life an</u> unforgettable.	In conclusion, we had to enjoy our childhood because childhood is a part of an unforgettable life.
Student 4	I had to study hard no matter <u>who am</u> I.	I had to study hard no matter who I am.

Student 7	Finally the taste was salted. <u>Because</u> cuisine when was hot cannot tasted.	Finally the cuisine was salted, because I cannot taste when it was hot.
Student 8	It happened when I graduated from school; futhermore, I <u>also</u> was rejected <u>from</u> any universities.	It happened when I graduated from school; furthermore, I was not admitted in any universities as well.
Student 12	<u>When my friend and</u> I went to STAIN, we lost <u>on the street</u> because <u>previous</u> we <u>didn't</u> come to STAIN.	Arriving on the way to STAIN, we lost because we had never come to STAIN before.
Student 18	First, I <u>ever</u> hit a farmer.	First, I hit a farmer once.
Student 23	There was also a game for the participants Bimtes <u>was not</u> bored with all the activities.	There was also a game for the Bimtes participants, so we were not bored with all the activities.
Student 29	In summary, it was a lesson for me to carefully <u>when I swam</u> in the swimming pool.	In summary, it was a lesson for me to swim carefully in the swimming pool.
Student 31	I started now careful <u>driving</u> and I started to ride well.	I started to be careful in riding motorcycle and i started to ride well now.
	I <u>feel</u> very <u>touched</u> and very grateful to my parents.	I felt touched and grateful very much because of my parents.
Student 32	In conclusion, at the moment that I <u>speechless</u> , I just <u>cry</u> happy.	In conclusion, I was speechless at the moment that I just cried because of feeling happy.

B. Frequency of Errors

After identifying and classifying students' errors into four categories i. e. omission, addition, misformation, and misordering, the next step is describing the frequency of errors based on the result of computation. the formula used is as follows:

$$\text{Error percentage} = \frac{\text{number of error}}{\text{total of error}} \times 100\%$$

The frequency of errors of 35 students based on the kinds of errors

Kinds of Error	Number of Error	Frequency of Error
Omission	48	22,64%
Addition	50	23,58%
Misformation	102	48,11%
Misordering	12	5,66%
Total	212	100%

From the table above it can be seen clearly that the misformation error has the highest number of errors. There are 102 numbers of errors or 48,11% of the total errors. On the other hand, the lowest error is misordering. There are only 12 errors or 5,66% of the total number of errors.

The next step in analyzing the data in this study is to be discussed. Concerning to the difference and similarity of this study compared with the previous one by Deni and Kristanto¹⁴ to which is mostly related, there are two aspects need to discuss. Firstly, it is about the different number of subject of the study. The previous study does not tell the number of the subjects, but this study does. This study has thirty five subjects. They are second semester students of English language department, C class. It makes this study has more credible data than the previous one.

Secondly, it is about the similarity of the finding between the present study and the previous one. Deni and Kristanto examine student's errors on the use of past tense in Narrative text. The result of their study reveals that there are four types of errors found: omission, addition, misformation, and misordering with the highest error made by students is misformation i.e. 432 errors. This present study also shows that there are four types of errors found: omission, addition, misformation, and misordering with the highest error made by students is misformation i.e. 102 errors or 48,11% of the

¹⁴ Deni dan Kristanto, "AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT."

total errors completed by the correction of all kinds of errors found. However, the study by Deni and Kristanto does not describe the percentage of the data findings and present the correction of all kinds of errors found. In other words, this study supports the data findings of the study by Deni and Kristanto, and it provides more complete data description.

CONCLUSION

With regard to the findings of this study, it can be concluded that the second semester students of C class of English education department made errors in writing simple sentences in narrative text. The errors found are 212 errors. They made errors covering all four kinds of errors. They are omission, addition, misformation, and misordering. The misformation errors have the highest number of errors. There are 102 numbers of errors or 48,11% of the total errors. On the other hand, the lowest error is misordering. There are only 12 errors or 5,66% of the total number of errors. Based on the conclusion of this research, three crucial suggestions are presented as follows.

- For English Teacher
After reading this study, the English teachers should improve their ability in teaching writing especially simple sentences in the class to reduce students' errors. In addition, they are suggested to be more careful to check the students' writing and give written feedback on their writing. Therefore, the students can read and learn from their errors.
- For the Students
This study can be used to help students in writing simple sentences especially in writing narrative text. They must take notes from the errors that have been corrected. As a result, they can reduce errors in writing simple sentences and be more careful to apply good grammatical structure in their narrative text.

- For the next writers
Since the result of this study showed that misinformation errors has the highest frequency, it is better for the next writers to conduct a study having more subjects to enrich more remarkable finding.

REFERENCES

- Abdullah, A.T. H.bin. "Error Analysis on The Use of The SimpleTense and The Simple Past Tense in Writing Essays Among TESL College Students." *International Journal of Education and Research* 1, no. 12 (2013): 1-12.
- Budiarta, L. G. R, Suputra P. E. D, dan Widiasmara, I. K. "AN ANALYSIS OF GRAMMATICAL ERRORS ON NARRATIVE WRITING COMMITTED BY THE NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL." *International Journal of Language and Literature* 2, no. 3 (2018): 98-107.
<http://dx.doi.org/10.23887/ijll.v2i3.16315>.
- Deni, dan TMA. Kristanto. "AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT." *JOURNAL OF ENGLISH LANGUAGE AND LANGUAGE TEACHING (JELLT)* 1, no. 1 (2017). <http://jurnal.ustjogja.ac.id/index.php/JELLT/article/view/923http%3A>.
- Dulay, H., Burt, M., dan Krashen, S. *Language Two*. Oxford: Oxford University Press, 1982.
- Given.L.M. "Case Study." *The Sage Encyclopedia of Qualitative Research Methods*. Thousand Oaks: Sage, 2008.
- Kusumawardhani, P. "ERROR ANALYSIS IN WRITING AN ENGLISH NARRATIVE COMPOSITION." *Jurnal LINGUA CULTURA* 9, no. 2 (2015): 132-36. <https://doi.org/10.21512/lc.v9i2.824>.
- Oktaviani, S. "AN ERROR ANALYSIS OF THE NARRATIVE WRITTEN TEXTS OF THE FIRST YEAR STUDENTS OF SMAN 1 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013." *Bahasa, Sastra, dan Terjemahan* 1, no. 1 (2015): 62-69.
- Richard, J. C. *Error Analysis: Perspective on Second Language Acquisition*. Harlow: Longman Group Ltd, 1984.
- Richard, J. C, dan Renandya, W. A. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2002.
- Sugiyono. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta, 2013.

