

**ERROR ANALYSIS IN WRITING NARRATIVE TEXT ON
TENTH GRADE STUDENTS AT SMK TARBIYAH
ISLAMIYAH HAMPARAN PERAK**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For Degree of Sarjana Pendidikan (S.Pd)
English Education Department*

By

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "**Error Analysis in Writing Narrative Text on Tenth Grade Students at SMK Tarbiyah Islamiyah Hamparan Perak**" Adalah benar bersifat asli (original), bukan hasil menyadur muflak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



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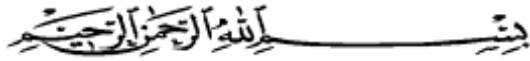
ABSTRACT

Kartika Wiji Murni. 17020500134, "Error Analysis In Writing Narrative Text On Tenth Grade Students At Smk Tarbiyah Islamiyah Hamparan Perak". Skripsi : English Education Program. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (UMSU) Medan. 2024.

This study aims to determine the common mistakes made by students in writing narrative text with class X SMK Tarbiyah Islamiyah Hamparan Perak with 40 subjects involved. The writer used qualitative methods with the type qualitative description. Based on the research findings, it can be concluded that the information error is the most frequent error committed by class X students making 300 errors in regular verbs. In addition, it is followed by misinformation errors with 98 errors, addition with 20 errors, omission with 103 errors and misordering with 79 errors. It can be concluded that after analyzing through the research, the writer got the data regarding the students' mistakes that are commonly made by the students in writing narration used Cinderella story. These errors are information errors, additions, omissions, and misordering.

Keywords : Error Analysis, Students' Errors, Writing, Narrative Text.

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CHAPTER I

INTRODUCTION

A. The Background of Study

There are many languages in the world, one of them is English. English is an international language. It means that language uses as a tool of communication orally and written in most country in the world. People use English to make international contacts and to cooperate with people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we need to learn and practice the language as much as possible in order to use English correctly, English is as the first foreign language in Indonesia (Onishchuk et al., 2020).

English generally has been learned by the students since they are in the basic level of education. When students learn English, they focus on mastering four language skills, namely listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are improved in the process of teaching and learning English. Unfortunately, although it has taught for many years, the achievement of the students is still poor. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education (Baresh, 2022). English is consider as a difficult subject for Indonesian students, because English is completely different from Indonesian language. They are different in the system of grammar, pronunciation and vocabulary.

Grammar is one of the essential skill should be mastered by students. It involves the ability to apply the grammatical rules in order to form grammatically. Theoretically, it takes time to learn a foreign language. Learners have to learn a new grammar system, and thousands of new words. It is true that learning a language is very different from mother tongue. It also takes a lot of practice to develop listening, speaking, reading and writing skills in a new language. In learning language, it is possible to make errors and mistakes. errors and mistakes, Errors reflect gaps in a learner's knowledge they occur the learner does not know what is correct. While mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what or she knows. mistakes refer to misjudgments, miscal culations,and error neous assumptions form an important aspect of learning virtually any skill or acquiring information (Styaningrum, 2019).

Furthermore, explain that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Errors refers to deviation from the adult grammar of a native speaker. Grammar refers to the rules of language. Word grammar refers to the set of rules that allow us to combine words in our language into larger units.

Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English.

Writing is a means of communication between the writer and the reader. It means that someone writes in order to communicate with his/her reader. Good writers use natural English phrases to make a paragraph easy to read and it has good style. A piece of good writing must contain the aspects of writing; such as content, grammar and vocabulary. Many people have opinion that writing is the most difficult skills in language learning. It is difficult since there are some other aspects need to be considered when writing; such as grammar and vocabulary. Writing requires a good knowledge of grammar and word choice.

Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English. This phenomenon happens to tenth grade students SMK Tarbiyah Hamparan Perak, According to the explanation above, it was important by the teacher to give error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Although errors are bad things in learning English, error analysis is advantageous for both students and teachers (Dhillon, 2016).

Error analysis (EA) is a method used to analyze the speech or written performance of second foreign language learners. Narrative text had chosen since it study about writing skill. There are many kinds of text that can be used such as

narrative, recount, report, explanation, descriptive, and procedure text. This was the reason underpinning research subject chosen by the researcher (Haq et al., 2020) .

Writing skill is one of four basic skills in English. Writing skill becomes the most complicated skill that should be mastered by the people, especially for the students because they should be able to combine and express their feelings or opinion in a well-written form. In learning the English language, writing is one of the language skills that should be learned. Most EFL students deal with the difficulties in writing rather than speaking. The perception of writing is very arduous which expects the students to have a comprehensive understanding, cognitive analysis, and linguistics synthesis to construct the language for them to have the ability to carry out the ideas, messages, and feelings to the listeners and/or readers by means of writing (Bachani, n.d.).

There are many genres to express writing skill, one of them is narrative text. states that narrative text is a text or essay that deliver story or something chronological happened. The aims of narrative text are to amuse and entertain the reader. So that, the contents must be created interestingly .Meanwhile, narrative story is a story that happened in the past and it entertain something to the reader. Most of them shows the moral value in the end of the story. This kind of text aims to express our imagination of something unrealistic in real life and imagination to enhance students' interest in writing. Narrative tells a story of sequential events including characters. When we compose a narrative text, we describe historical occurrences.

Since a narrative text is a kind of story written to deliver the message to the reader, it has the aims to entertain the reader or audience. The goals of narrative texts are to make the reader feel like they are a part of the story and to provide them joy, amusement, and entertainment as well as to help them deal with the emotions of some situations that result in a resolution (Nurainun, 2017). In addition to providing entertainment and pleasure, narratives are meant to instruct, clarify, and inform their audience. A strong narrative text should have a clear message to convey in addition to being an interesting story. Readers are entertained while thinking and feeling about the events and character in a narrative. It also involves readers' emotions and imparts knowledge about people and the world. People read narrative texts for fun and pleasure; they prefer to relax by reading various genres of stories that might describe emotions or circumstances that are comparable to their own. However, narrative can also be used to instruct or inform, to alter behavior or social perceptions. Readers can use the story's moral lessons as a self-reminder to always act morally.

A narrative text is one that aims to amuse or delight the reader by describing past events and by providing the reader with real or made-up experiences in various ways. The basic elements of a narrative text are

- a) orientation, which introduces the story's principal characters as well as the setting and the time period in which they occurred.
- b) Complication: Include the issue in the narrative.
- c) Resolution is a component of text organization that demonstrates the best or worst approach for participants to address crises.

Same as the other writing skill analysis, the previous study was also used descriptive qualitative research in their methodologies. Therefore, the writing skill analysis researchers does not have a definite underlying methodologies. This was the reason underpinning the researcher made the further research about writing skill analysis (Haq et al., 2020).

Based on the final semester exam in September 2023, the researcher found that the students at SMK Tarbiyah Islamiyah Hamparan Perak are so hard to master writing so that they got the lower scores. Many students got the scores under 70 the criteria of success which has been determined by the school which only 2 out of 100 students in tenth students who got the criteria of success. This was the reason underpinning student problems in writing skill chosen by the researcher. Tenses are very important to be used in narrative text. The experience may be in the past (past narration), or it may be a typical experience (what people usually do), or it may be going on now (present narration).

Researcher is interested in choosing schools as the location of analysis and research of the student's errors, so the researcher conducted the study at SMK Tarbiyah Islamiyah Hamparan Perak. In addition, the main reason to choose this school as the location of the research is that because the students' errors in using simple past tense in the narrative text are quite important to be researched also based on the researcher's experience when taught in SMK tarbiyah Hamparan Perak with the tittle : “ **Error Analysis in Writing Narrative Text on Tenth Grade Students At SMK Tarbiyah Islamiyah Hamparan Perak**”.

B. Identification of problem

Based on the background of the problem above, the problem were identified as follow :

1. There are many students got the lower scores under 70.
2. There are still many students who lack the motivation in writing.
3. Lack of students' problem in final semester exam.

C. Scope and Limitation

Scope of this research state the category of errors to be studied, such as grammar, sentence structure and word usage. And the limitation is narative text .

D. Formulation of the problem

Based on the background of the problem that have been state in above, the formulation of the problem in this study:

1. What types of error found in writing narrative text on the tenth grade students at smk tarbiyah hampanan perak?
2. How is the error occurred in writing narrative on the tenth grade students text at smk tarbiyah hampanan perak ?
3. What are the reason most of error occure in writing narrative text on the tenth grade students at smk tarbiyah hampanan perak?

E. The Objective of The Study

The purpose of this research is to find out the extent to which there are:

1. To find out the types of error found in writing narrative text on the tenth grade students at smk tarbiyah hampanan perak.
2. To describe how the error occurred in writing narrative on the tenth grade students text at smk tarbiyah hampanan perak.
3. To figure out the reason of most error occurred in writing narrative text the tenth grade students at smk tarbiyah hampanan perak.

F. The Signification of The Study

There are several benefit in this research, which are as follow:

a) Theoretically

Benefit theoretically, provide information to development of the theorist of language teaching to students specifically writing in narrative text.

b) Practically

1. For teacher

Provide input for teachers about the importance of understanding writing narrative text in an effort to improve their abilities in English.

2. For student

It is expected that students can manage their writing well so that they can create high enthusiasm and motivation to better understand the material learning.

3. For School

The results of this study are expected to be a positive contribution to Improving the quality of education at smk tarbiyah hampanan perak.

4. For Researchers

Provide new knowledge, insights, and experiences that very valuable and useful for researchers in developing an error analysis in writing narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Error Analysis

1.1 Definition of Error Analysis

Errors cannot be trivially identified and analyzed; therefore, it is important to comprehend more about the analysis of error. Error found in students writing in different types and kinds. Generally, the error analysis is an effort to discover the students' errors in the process of teaching-learning, which students also still experience in the new language learning process. Consequently, it will be easy to find them make some errors. The error is determined by the analysis and clarification process, it is aimed to find out the best way to be applied in correcting the students' errors themselves (Hasyim, 2020).

English as a foreign language automatically more difficult to be learn. So, students often make error in the teaching learning process. Students have to master new structure when they write English text that has different with structure of Indonesian Language. The Mistakes are an important part of learning. Several pedagogical reasons have been suggested for mistakes made by foreign language learners, but the most important reason is that the mistakes themselves may actually be an important part of language learning.

As Elis said quoted by Andrian explained that Errors are caused by factors such as fatigue and inattention, which are referred to as "performance" factors, while errors resulting from lack of knowledge of language rules, are referred to as "competence" factors (Andrian, 2021). Forward Carl James in Fatin et al said error analysis as a process determines an error in language production, its types, the causes, and the consequences of language learning that is not good (Tarigan et al., 2022). Meanwhile Brown said in Majid says that error analysis is a fact that learners do make errors and that these errors can be observed, analyzed, and classified something of the system operating within the learners (Majid, 2014).

Error analysis is indeed an activity that involves identifying, describing, interpreting, evaluating, and preventing errors made by language learners. Its main purpose is to help teachers understand the sources of errors made by their students and take appropriate pedagogical measures to address those issues. By analyzing learner language, teachers gain valuable insights into their students' language proficiency, areas of difficulty, and common mistakes. This understanding allows them to design more effective and targeted instructional strategies, helping learners overcome their language challenges.

Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching". It means that, error analysis is very important because the

writer would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Errors is very usual in writing paragraph or essay, so errors analysis is needed by teacher to correct the student's essay.

Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or why the learners do the errors. Error analysis will show teachers some problems facing by the students. In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should to know error analysis because it becomes a useful key to understanding the process of foreign language. They should to know how the target language is learnt and what the best strategy the learners done in order to master the target language. After conducting the study of error, the teachers can improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students (Hasyim, 2020).

1.2 Type Of Error

In identifying an error in narrative writing, the following types:

a) Omission

Omission errors are indicated by missing items must appear in well-organized utterances. Although every morpheme or word in a sentence has the potential to be omitted, some types of morphemes are omitted more than others. For

example: "He hit the car.", the student omitted the article, the correct sentence is: "He hit the car."

b) Addition

In the context of language learning and error analysis, additional errors (also known as "addition errors" or "insertion errors") refer to mistakes made by learners when they include extra linguistic elements or items that should not be present in a grammatically correct utterance in the target language.

For example, let's consider a sentence in English: "I go to the school." In this sentence, the word "the" is necessary for proper grammar. If a language learner says, "I go to the the school," they have made an additional error by inserting an extra "the" where it does not belong.

These errors are distinct from omission errors, which involve leaving out essential elements that should be present in a well-formed utterance. In the case of an omission error, a learner might say, "I go to school," omitting the necessary "the" before "school."

Both types of errors (addition and omission) provide valuable insights for language educators during error analysis. Understanding the patterns of these errors helps teachers identify the specific language areas that learners struggle with and tailor their instruction accordingly. By addressing these errors through targeted teaching methods, educators can support

students in achieving more accurate and fluent language production.

c) Missformation

Missformation errors, also known as "misformation errors," occur when language learners use an incorrect form of a morpheme or structure in their speech or writing. These errors involve the misuse or misapplication of linguistic elements such as verb endings, noun forms, adjectival agreement, word order, or other grammatical features.

For example, consider the English verb "to be" in the past tense. The correct form is "was" for singular subjects (e.g., He was at the park) and "were" for plural subjects (e.g., They were at the park). If a language learner says, "He were at the park," it is a missformation error because they have used the wrong form of the verb for the singular subject "He."

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morphemes in a utterance. For example, in the utterance: He is all the time late. Misordering errors occur systematically for both L2 and L1 learners in constructing that have already been acquired, especially simple (direct) and embedded (indirect) questions. For example: What Daddy is doing (Lindawati, 2019).

1.3 Cause of Error

Dividing the causes of errors into four, this is:

- 1) Interlingual Transfer, that is the negative influence of the mother tongue of learner.
- 2) Intralingual Transfer, that is the incorrect generalization of rules within the target language.
- 3) Context of Learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language
- 4) Communication strategies, the communication strategies can lead the student to make error. There are five main communication strategies, namely-Avoidance, Prefabricated patterns, Cognitive and personality style, Appeal to authority, and Language Switch (D. Sari, 2019).

The three types of causes of error will be discussed briefly below :

1) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When

someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference”.

3) Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error (Norrish, 1987).

Another expert who discusses the sources of error is Richards in Error Analysis and Second language Strategies. Classifies sources of errors into :

- 1) Interference that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language;
- 2) Overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply;
- 3) Performance error, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion;
- 4) Markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition);
- 5) Strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target

language without having completely acquired the grammatical form necessary to do so; and

- 6) Teacher-induced error, that is an error resulting from pedagogical procedures contained in the text or employed by the teacher (Richards, 1973).

2. Narrative Text

2.1 Definition of Narrative Text

Narrative text is a text that tells a series of events sequentially and are connected to one another. This type of text has an imaginative nature or an imaginary story that aims to entertain the reader. Generally, narrative text presents a story with problems that can trigger conflict to attract readers' interest. Then, at the end the writer will close it with a happy or sad ending.

Narrative Text Concepts is narrative texts are as meaningful series and events that are written with words. This can be an imaginary story or based on a real event. In addition, animal stories (fables), citizen stories (folktale), and legends can be found in narrative texts (Ramadhiyanti, 2021).

Narrative essay aims to entertain and interest readers by presenting stories or events that have problems that cause conflict and end with a happy or even sad ending. And in making narratives, there are general forms used in making narrative texts. According to Mubasyirah the structure is:

- a) Orientation, Contains an introduction to the character, place and time of the event
- b) Complication, This section contains problems that arise and develop
- c) Resolution, This section contains the end of the essay which is usually ended by a happy-ending or sad-ending.
- d) Re-Orientation, In a narrative essay there are time-order signals either in the form of words, such as: finally, first (second, third, etc), later, henceforth, next, now, soon, or in the form of phrases, including at last, after a while, after that, in the morning, the next day, and soon (Mubasyira, 2017)

A narrative text is a type of writing that presents a series of events in a chronological order, creating a story that is interconnected and flows smoothly from one event to another. The purpose of a narrative text is often to entertain the reader by presenting an imaginative or fictional story.

2.2 Purpose of Narrative Text

Text refers to written or printed words that convey information, ideas, or stories. There are various types of text, each with its own specific purpose and intended audience. The purpose of writing a text can vary widely, and writers often choose to create texts for different reasons, such as to inform, entertain, persuade, instruct, or express emotions.

In the case of a narrative text, the primary purpose is indeed to entertain the reader or audience. Narrative texts are stories that aim to engage the reader's imagination and emotions, taking them on a journey through a series of events and experiences. Through characters, setting, and plot, a narrative text seeks to captivate its readers and evoke various emotions such as joy, sadness, excitement, or suspense.

According Nurul Hasanah purpose of Narrative text is To sum up, people read narrative text basically for enjoyment and pleasure. They like enjoying themselves to read any kinds of stories because it makes them to think about the issues. It also can teach lessons for readers and make them get moral values from the story (Hasanah, 2017).

Meanwhile according Rafika said the purpose of narrative text the goals of semantic is to make the audience involve and feel the situation in the story so they got the emotion deeply. The audience also get the moral value of the story related to their life (R. P. Sari, 2023).

The Conclusion of The purpose of a narrative text is primarily to entertain and engage the reader. It achieves this by presenting a series of events, characters, and a storyline that captures the reader's imagination and emotions. The primary goal is to tell a compelling story that keeps the reader interested and invested in the outcome.

2.3 The Types of Narrative Text

According Nurul Hasanah, classification for types of narrative text. Is it :

- a) Fairytale is a story about elves, dragons, sprites, or other magical beings
- b) Fantasy is a story with strange or other worldly settings or characters that far from reality.
- c) Folktale is story that has been passed from one generation to the next by word of mouth
- d) Historical fiction is a story with fictional characters and events which happened in a historical setting.
- e) Horror is a type of story which evokes a feeling of fear or scare in both characters and readers
- f) Legend is story about national or folk hero told as though the event is actual historical events.
- g) Mystery is story focused on suspense that usually revolve around a crime the unravelling of secrets
- h) Science fiction is a story that includes backgrounds or plots based on impact of technology, imagined, or potential science, usually set in the future or other planets (Hasanah, 2017)

2.4 The Grammatical Features of Narrative Text

Narrative text usually includes the following grammatical features.

Here are some grammatical features in narrative text:

- a) Using simple past tense

- b) Using Adverb of time in the past
- c) Time conjunction
- d) Specific character. The character of the story is specific, not general.
- e) Action verbs. A verb that shows an action.
- f) Direct speech. It is to make the story lively. The direct speech uses present tense (R. P. Sari, 2023).

3. The Writing Ability

3.1 Definiton of Writing

Writing is the process of expressing thoughts, ideas, or information using a system of visual symbols, typically in the form of letters, words, and sentences. It is a fundamental method of communication and record-keeping that has been essential to human civilization's development.

Writing serves as a means of preserving information across time and space, allowing ideas to be transmitted to future generations and shared with people who may be distant or even long gone. It is a versatile tool that plays a crucial role in education, business, literature, law, science, and virtually every aspect of human society.

Experts give different opinions about the definition of writing, Lindawati et al quote the statements of these experts, namely :

- a) According Coulmas said writing is a system of recording system of recording language by putting marks on a surface so that it can be visible.

b) Henry Guntur Tarigan said 'writing' means 'expressing' information, ideas, thoughts, opinions, or feelings in writing. thoughts and feelings in writing (Lindawati et al., 2018).

The conclusion is Each form of writing often comes with its own specific format and conventions. As a writer, it is essential to understand and adhere to these formats to effectively communicate your message and connect with your intended audience. Let's explore the process of collecting models and preparing a writing format for a particular context.

3.2 Writing Skills

Writing skills are one of the most advanced language skills the highest level. Writing is a process of pouring ideas or ideas in the form of exposure written language in the form of a series of language symbols.

Zainurrahman said "Language skills are divided into two types, namely skills that can only can only be acquired through practice and mastery of certain concepts" (Zainurrahman, 2011). In essence, some language skills can be developed through consistent practice, while others depend on grasping underlying concepts and rules of the language. A well-rounded language learner typically combines both approaches to enhance their overall language proficiency.

Prita explains several types in writing including :

- 1) Report, which is usually writing that contains facts that have been collected in the field.

- 2) Scales, is writing the content of the book related to ideas put forward by the author, things that are approved and rejected.
- 3) Advertisement, which is writing in the form of a promotional offer promotion.
- 4) Articles, that is writing scientific and the talk problem fact (Santosa, 2017).

Maintaining a balance between content and word form in teaching writing skills is indeed a common challenge for educators. Striking this balance is crucial as it ensures that students develop both the substance of their writing (content) and the appropriate use of language and grammar (word form).

B. Previous Study

First, Research conducted by Rauldatul Husni, Martina Nurni Khairita, and Liza Panobiyasari entitled "Analysis of Student Errors in Writing Narrative Text" and published in *INNOVATIVE Journal: Journal Of Social Science Research* Vol. 3 No. 2 Year 2023. That this study aims to analyzed errors in the used of simple past in narrative text and writing comprehension in the tenth grade of SMAN 1 Sitiung. The problems of this research are students can not difference about simple past, students did not understand the formula of simple past, students made grammatical errors when they used simple past tenses. The aims of this research are to find out the kinds of errors made by the students on the used of simple past to find out the dominant error on the used of

simple past tense in narrative text. The method of this research is qualitative research. The sample in this study was class X MIPA 3. The research found several problems in the class. Therefore the researcher analyzed the types of errors made by the students. The findings of this study indicate that there are 4 types of errors frequency being omission with 45 (51.14%), followed by misinformation with 17 (19.32%) then addition with 15 (17.05%) and the last one misordering with 11 (12.5%). Based on the results of the study, The concluded that most students still feel confused and therefore still make mistakes when writing English texts, especially narrative texts (Husni et al., 2023).

Second, Research conducted by Helmiyadi and Nurul Kamaliah with the title "An Error Analysis of Students' Writing in Narrative Text" and published in the JESS Journal Vol. 5 No. 1 Year 2022. That the aimed of the research was to find out the errors which were commonly made by the students of Sekolah Menengah Kejuruan Swasta Bustanul Yatama Syamtalira Bayu in their writing narrative text and to find out the causes of errors in their writing narrative text. This research used a qualitative and quantitative approach. The population of this research was all the students of the Second year students of Sekolah Menengah Kejuruan Swasta Bustanul Yatama Syamtalira Bayu in academic year 2020/2021 consisted of 120 students and divided into 56 male students and 64 female students. The sample of this research selected by using random sampling technique by using lottery. In this study, only 20 students and one English teacher involved as the sample. The researcher use two kinds of instruments, they

are test and interview. In analyzing the data, the writer used a percentage formula from Sudjana. Result of the research from test most of the first year students of Sekolah Menengah Kejuruan Swasta Bustanul Yatama Syamtalira Bayu made many errors in grammatical aspects in writing, a high percentage of errors was found in one out of three categories. The highest error category was tense errors. Moreover, the students felt difficult in getting ideas to begin free writing. The causes of errors were made by the students because of lack of interactive facilities is one of the problems to develop interactive classroom activities. Based on this reasoning, it can be concluded that many of the students made errors because of interlingual and intralingual transfer (Helmiyadi & Kamaliah, 2021).

Third, An Research conducted by Mei Purnama Sari, Suwandi and Dias Andri Susanto with the title "An Error Analysis Of Using Simple Present Tense In Writing Descriptive Text Written By Students Of The Tenth Grade At Sman 1 Godong" which was published in the Journal of Wawasan Pendidikan Vol. 3 No. 1 Year 2023. that this final project studied the analysis of the errors made by the students. The background of the study errors made the students. This research focused mainly on the errors finding. The design of the research was descriptive qualitative research. The objectives of the study were (1) to find out the kinds of errors finding, (2) to explore dominant errors findings, (3) to show the students competence producing descriptive text. The object of the research were tenth grade SMA N 1 Gondong. The instruments of the study were

the data from the students product. To identify the data of error analysis the researcher used the theory of James Carl (1998). This finding showed us how the errors finding. The dominant types of errors analysis is the omission 42 findings with 42,42% percentage finding from the data. Then, followed by the misinformation that found 32 errors with 32,32%. The 15 errors of addition with the percentage 15,15% findings from the data. The last one is misordering with 10 errors with 10,10%. The summaries may be concluded that there were several finding on the errors analysis. There were omission, addition, misinformation, and misordering (M. P. Sari et al., 2023).

Fourth, Research conducted by Sariakin and Teuku Mahmud with the title "The Eighth Grade Students' Errors Of Smp Negeri 6 Lhoksukon Aceh Utara In Writing Narrative Text" published in the Sigli Journal of Sosial Humaniora Sigli Vol. 5 No. 1 Year 202. That the aims of the study is to find out the kinds of errors are made by the seventh grade students of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text and the most dominant error made by the seventh grade students of SMP Negeri 6 Lhoksukon Aceh Utara in writing narrative text. The researcher applied descriptive research. The researcher describes students' errors in writing recount text. Therefore this research belongs to qualitative research because only describes the students' errors in writing narrative text. The population of the research is the whole students of the eighth grade in academic year of 2021/2022. The total amount of population is around 120 students. Meanwhile the sample of this research is the students who are

taken from class VIII1 and VIII2 and the total sample is 60. Based on the finding in this research, there are 150 errors made by the students of SMP Negeri 6 Lhoksukon in writing narrative text. The errors are classified as follows: (1) error content which consists of (a) orientation = 17 errors, (b) events = 26 errors, (c) reorientations = 19 errors, and the total errors are 62; (2) errors in vocabulary = 15 errors, (3) errors in grammar = 51 errors, and, (4) errors in mechanics = 20 errors. Errors in content of narrative text are 62 items 42 %. Errors in vocabulary are 15 items or 10%. The occurrence of errors in grammar are 51 or 34%. Meanwhile, errors in mechanic are 20 is or are 14% (Sariakin & Mahmud, 2022).

Fifth, Research conducted by Linda Meylinda with the title "A Grammatical Error Analysis in the Narrative Writing of the Third Semester of Pamulang University" published in the *Lingua Educations Journal* Vol. 2 No. 1 Year 2023. That the study was conducted to find some accurate data. The researcher did some analysis through some assignments. The purposed assignment is in a form of a narrative text. It is in line with the goal of the study that the aim of the research is to explore on taxonomy of grammatical errors that were made by university students in their writing tasks. A narrative writing assignment is given as a tool to measure the students' taxonomy of grammatical errors. The research was conducted at Pamulang University. It is a grammar class that consisted of more than 30 students with different levels of grammar proficiency. However, the participant just involved 10 students who were chosen intentionally based on their previous score in their grammar subject. A

qualitative study that focuses on a case study in this study was used. There are two instruments in this study. They are stimulated to recall interviews and students' narrative tasks. Those instruments will be used as a tool to get a piece of clear information about students' grammatical errors in their narrative assignments. The students were asked to be involved in an initial interview. Here the students were asked about their awareness of grammatical errors and narrative tasks. Next, they were asked to write a narrative task. The study started here. The researcher started analyzing the data. Finally, the participants were asked to be involved in a final interview about what they felt and their experience of their narrative assignment (Meylinda, 2023).

C. Conceptual Framework

Based on theory and explanation of error analysis in writing narrative text along with the conceptual framework:

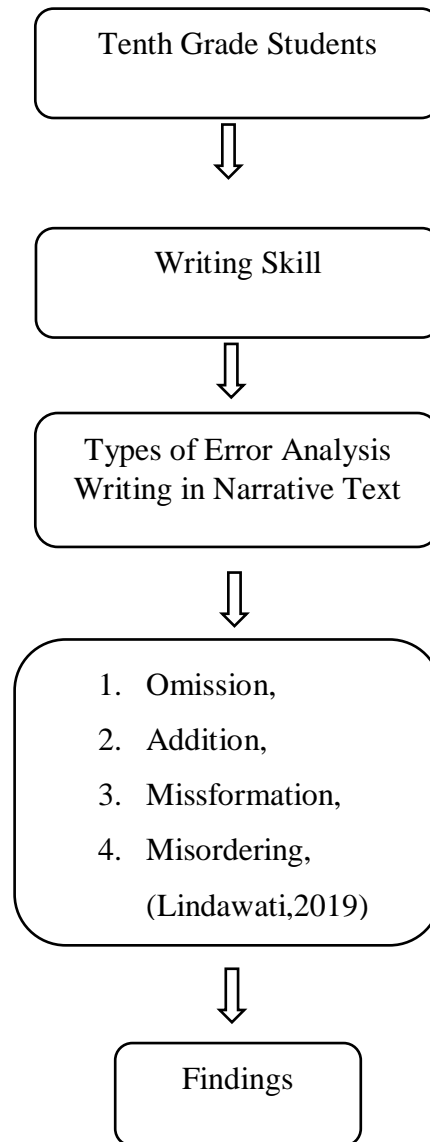


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time Research

The research was conducted on 11 November 2023 in SMK Tarbiyah Islamiyah Hamparan Perak Jl. Perintis Kemerdekaan No.1, Simpang Beringin, Kec. Hamparan Perak, Kab. Deli Serdang, Sumatera Utara, 20374.

B. Population and Sample

1) Population

Population according to sugiono (2008) is a generalization area consisting of an object or subject that has quality and certain characteristics defined by researchers to study and then with draw the conclusion. The population of this research was 40 Students of tenth grades accounting class in SMK Tarbiyah Islamiyah Hamparan Perak.

2) Sample

The sample of this research was 40 Students of tenth grades accounting class in SMK Tarbiyah Islamiyah Hamparan Perak. In taking the sample, the researcher used total sampling technique.

C. Research Design

One of the most important parts of research activities is regarding the method used to get an answer to a question research or often called the research method. In research method required an approach that is used as the basis of a series of implementation activities in research. Choose Certain approaches to research activities have their own consequences as a

process that must be followed consistently from start to finish in order to obtain maximum results and scientific value according to capacity, scope and purpose of the research.

The writer uses descriptive qualitative method, the research tries to describe the errors that made by students when they write a story of Cinderella. Then the writer tries to calculate the errors.

D. Instruments of Research

The instrument of research is Writing text narrative text with the title Cinderella. The method is purpose to analyze the problem or case happened at research. Giving post test, the writer was find and know types of errors are made by students. The writer was give test to tenth grade students SMK Tarbiyah Islamiyah Hamparan Perak, and the writer took at 40 Students. The test purposes to find the types of error are made by the students in writing narrative text, to describe how the error occurred in writing narrative on the tenth grade students, to Figure out the reason of most error occurred in writing narrative text the tenth grade students.

E. Technique of Collecting Data

Terms of methods or techniques of data collection, then data collection techniques can be done by way of interviews, questionnaire, observation and a combination of the three (Sugiyono, 2017). Data collection technique that is using primary data with tests that was distributed to students.

F. Technique of Analyzing Data

The data analyzed by using an instrument made by (Mills and Huberman, 2014) , namely:

1. Data condensation.

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approaches all parts of written field notes, interview transcripts, documents and empirical materials. The conclusion is that this data condensation process will be obtained after the researcher conducted interviews and obtained written data in the field, which later the interview transcripts will be sorted to get the research focus needed by the researcher.

2. Presentation of data (data display)

Presentation of data is an organization, unification, and inferred information. Presentation of data here also helps in understanding the research context because it performs a more in-depth analysis.

3. Drawing conclusions (conclusions drawing)

Drawing conclusions here is carried out by the researcher from the beginning the researcher collects data such as seeking understanding that has no pattern, noting the regularity of explanations, and causal flow, the final stage is summarizing all the data obtained by the researcher. From the explanation above, it can be concluded that qualitative research is a new finding, in another sense the findings are still vague or unclear. Here the researcher tries to clarify by using a theory that has been tested for success, then the researcher analyzes the

new findings so that it becomes clear by using the components of data analysis, namely data condensation, data display, and conclusion drawing (Miles et al., 2014).

Therefore, this research uses a descriptive method to reveal the phenomenon of error analysis writing narrative text in tenth grade students.

CHAPTER IV
FINDING AND DICUSSION

A. Findings

The data described in this finding was taken from the students' Narrative text Cinderella result of tent grade students at SMK Tarbiyah Islamiyah Hamparan Perak. Detail description of the data can be seen as follow:

a) Identifying students error

Table 4.1 Recapitulation of the Students' Types of Errors

Students	Error Clasification			
	Omission	Misformation	Misordering	Addtion
Student 1	7	-	-	-
Student 2	8	2	3	1
Student 3	4	4	1	1
Student 4	10	1	-	1
Student 5	13	1	-	-
Student 6	14	1	-	-
Student 7	11	-	-	-
Student 8	-	4	3	-
Student 9	-	16	-	-
Student 10	-	16	-	-
Student 11	-	-	7	-
Student 12	-	-	-	-
Student 13	2	1	11	-
Student 14	1	2	12	-

Student 15	4	2	2	-
Student 16	1	4	4	3
Student 17	1	2	8	-
Student 18	1	2	8	-
Student 19	-	1	7	-
Student 20	-	-	-	-
Student 21	1	3	-	-
Student 22	-	6	-	-
Student 23	-	-	-	1
Student 24	-	3	-	-
Student 25	-	4	-	-
Student 26	2	2	-	-
Student 27	-	4	-	1
Student 28	1	5	-	-
Student 29	6	3	2	1
Student 30	-	-	2	1
Student 31	1	-	2	2
Student 32	-	-	-	1
Student 33	1	-	-	1
Student 34	-	-	-	-
Student 35	-	1	1	-
Student 36	6	3	2	1
Student 37	6	3	2	1

Student 38	-	-	2	1
Student 39	1	-	-	1
Student 40	1	2	-	2
Total	103	98	79	20

The following table shows the total of the students error in writing Narrative text “Cinderella” based on kinds of errors

Table 4.2 Total Identification of the Students’ Error

Total of students	Total of errors
40	300

Total Identification of the Students’ Error

From the table above showed that there are 300 errors made by class Tenth Eleventh Grade Students at SMK Tarbiyah Islamiyah Hamparan Perak.

b) Kinds of error

1) Error of Omission

From the explanation above, the researcher found 103 errors who omitted from the student’s writing test,

for example:

Table 4.3 Analysys Error Of Omission

Sentence	Error
Everyone got excited about reading this, Cinderella too wanted to go to the ball.	Everyone got excited about reading this, Cinderella <u>to</u> wanted to go to the ball.

Everyone got excited about reading this, Cinderella too wanted to go to the ball.	Everyone got excited about reading this, Cinderella <u>to</u> wanted to go to the ball.
She was so sad that she ran to the garden and said, “Wishes never come true.”	She was so <u>said</u> that she <u>run</u> to the garden and said “wishes never come true”
“Never my dear?” said a voice, as Cinderella looked up a little woman with a wand and a kind smile stood in front of her. She was her fairy godmother.	“Never my dear?” said <u>in</u> voice, as Cinderella look up a little woman with a <u>want</u> and a kind smile stood in front of her. She was her fairy godmother.
She wanted to help Cinderella go to the ball. With a wave of her hand, she made Cinderella look like a princess.	She wanted to help Cinderella go to the ball. With a wafe of her hand, she made Cinderella look like a princess.
When Cinderella entered the palace, everybody was awestruck by her beauty, she was the prettiest girl at the ball.	When Cinderella entered the palace, everybody was <u>ownestorks</u> by her beauty.
Even her stepsisters didn’t recognize her. The handsome prince also saw her and fell in love with her.	-
All the other girls were very jealous of her because the prince danced with her	-

the whole night.	
She enjoyed herself so much that she almost forgot what the fairy godmother had told her about her magic.	-
She was so sad that she ran to the garden and said, “Wishes never come true.”	She was so said that she run to the <u>garde</u> and said “wishes never come true”
around the house in their fancy dresses	Around the hose in ther fancy dresses

2) Error of addition

From the explanation above, the researcher found 20 errors who omitted from the student’s writing test, for example:

Table 4.4 Analysis Errorf Of Addtion

Sentence	Error
One day, a letter from the king came to their house which said that the king is having a ball tonight and his son ‘The Prince’ would be choosing a wife; every girl in the kingdom must be aware.	One day, a letter from the king came to their house which said that the king is having a ball tonight and his son ‘The Prince’ would <u>you</u> choosing a wife ; every girl in the kingdom must be aware

The stepmother did not like her and made her do all the household work.	The stepmother did not like her and <u>doing</u> all household work
The stepmother did not like her and made her do all the household work.	The stepmother did not like her and made <u>the</u> her do all the household work.
The stepmother did not like her and made her do all the household work.	The stepmother did not like her <u>bunga</u> made her do
One day, a letter from the king came to their house which said	One day, a <u>teller</u> from the king came to their house which said
She gave her a beautiful new gown	She gave her a beautiful new <u>a</u> gown

3) Misformation

From the explanation above, the researcher found 96 errors who omitted from the student's writing test,

For example :

Table 4.5 Analysys Error Of Misformation

Sentence	Error
The stepmother did not like her and made her do all the household work.	The stepmother did not like her and <u>mate will the</u> household work
Her stepsisters just never had to work, they just roamed around the house in their fancy dresses	Her stepsisters just never <u>has</u> to work, they just roamed around the house in their <u>fanci</u> dresses.
Her stepsisters just never had to work, they just	Her stepsisters just never had to work,

roamed around the house in their fancy dresses	they just <u>romed</u> around the house in <u>teir</u> <u>fanci dreses</u>
The stepmother did not like her and made her do all the household work.	The stepmother do not like her and made her <u>doll</u> the household work.
Everyone got excited about reading this, Cinderella too wanted to go to the ball.	Everyone got excited about <u>readyng</u> this, Cinderella too wanted to go the ball.
She wanted to help Cinderella go to the ball. With a wave of her hand, she made Cinderella look like a princess.	She wanted to help Cinderella go to the ball. With a move of her hand, she made Cinderella look like a princess.
Even her stepsisters didn't recognize her. The handsome prince also saw her and fell in love with her.	The handsome prince also <u>aw</u> her and <u>fel</u> in love with her.
Once upon a time, there was a simple and beautiful girl named Cinderella, She lived with her evil stepmother and two stepsisters.	Was a <u>simpel end biutiful</u> girl named Cinderella, <u>Si livi</u> with her evil <u>stepmoder</u>
The stepmother did not like her and made her do all the household work.	<u>De stap moder dip</u> not like her <u>en</u> made her do all the <u>hoshold worek</u>
The stepmother did not like her and made her do all the household work.	Like her and <u>mage</u> her do all the household work.

4) Misordering

From the explanation above, the researcher found 81 errors who omitted from the student's writing test

For example :

Table 4.6 Analysis Error Of Misordering

Sentence	Error
She gave her a beautiful new gown, glass slippers, and shiny black horses to reach the ball, Before leaving, the fairy godmother said “this magic will only last until midnight! You must reach back home by then!”.	She have her a beautiful new <u>gawn</u> . <u>Glass slipper, and shiny balck horses to reach the ball. Magic week only last will lady and gentlegen.</u>
Once upon a time, there was a simple and beautiful girl named Cinderella, She lived with her evil stepmother and two stepsisters.	Once upon a time, there was a simple and beautiful girl <u>name'd</u> Cinderella, She lived with her <u>stepmother evil</u> and two stepsisters.
Everyone got excited about reading this, Cinderella too wanted to go to the ball.	Every Excited about reading this,
Cinderella worked as fast as she could to get everything done but there was always something left. At last, she was left at home disappointed	Cinderella worked as fast as she could to get everything

- c) Most of error occurred the tenth grade students accounting class at SMK Tarbiyah Hamparan Perak error in writing use narrative text was omission the researcher found 103 errors who omitted from the student's writing test, the researcher found 96 errors of misformation

from the student's writing test, , the researcher found 81 errors of misordering from the student's writing test and the last the researcher found 20 errors of addition from the student's writing test.

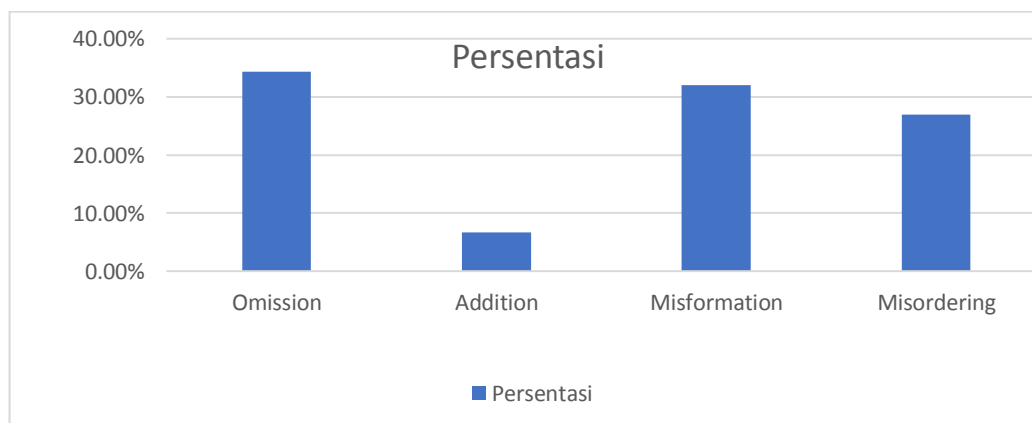
Table 4.7 The Percentage of the Students

Kinds of Errors	Percentage
Error of Omission	34,33 %
Error of Addition	6,67 %
Error of Misformation	32 % %
Error of Misordering	27 % %
Total	100 %

The table above showed the percentage from each kinds of errors, and the researcher concluded that Error of Omission 34,33 %, Error of Addition 6,67 %, Error of Misformation 32 % , Error of Misordering 27 %.

The chart below showed the kinds of error in writing use narrative text made by the students

Figure 4.1 Presentation of Error Writing



The writer concluded that omission is the highest proportions of each type of errors kinds of error made by the students.

B. Discussion

In this part, the writer would like to discuss the result of findings. The discussion aimed to describe the students' errors in writing narrative text. After classifying the data, there are many kinds of errors that made by the students.

1. Types of error found in writing narrative text on the tenth grade students at SMK Tarbiyah Hamparan Perak

Types of error found in writing narrative text on the tenth grade students at SMK Tarbiyah Hamparan Perak namely Error of Omission, Error of Addition, Error of Misformation, Error of Misordering.

Narrative writing is one of the important skills in Indonesian language subject. However, tenth grade students often face various difficulties and make mistakes in narrative writing. These mistakes can affect the quality of the text they produce. In this narrative, we will explain some common types of errors that are often found in writing narrative texts by tenth grade students.

These errors are common challenges faced by tenth grade students in writing narrative texts. By knowing and understanding these types of errors, it is hoped that students can improve their writing skills. Continuous guidance and practice from teachers are also very important to help students correct errors and produce better narratives.

2. The error occurred in writing narrative on the tenth grade students text at SMK Tarbiyah Hamparan Perak

The students made errors in Errors of omission, some elements are omitted where they should be presented, Errors of addition, some elements are added where they are not needed, Errors of misformation, the wrong items have been chosen in place of the right one. Errors of misordering, the elements presented are wrongly order.

However, in constructing the sentences, the students already using their existing knowledge in writing English. Error is systematic deviation from the accepted system of the target language. It means that errors may occur because of human factor in mastering the target language such as the limitation of memory, psychological problem and do not understand about the material of subject.

In this section, the researcher analyzed the systematic deviation from the accepted system of the target language. Error analysis is the study analysis of the errors made by the second of foreign language learners to predict the errors or the difficulties in learning foreign language.

Based on the research the percentage from each kinds of errors, and the researcher concluded that Error of Omission 34,33 %, Error of Addition 6,67 %, Error of Misformation 32 % , Error of Misordering 27 %.

From the explanation above, it shows that the errors of omission reached the highest frequency, followed by errors of Misformation errors of misordering and the last is addition in this study.

3. Reason of most error omission the tenth grade students at SMK Tarbiyah
Hampanan Perak

Mistakes in omissions in assignments or lessons are often more common for certain reasons namely:

1) Lack of Attention:

Students may not fully focus on the assigned task. This can be caused by many factors, such as distractions in the learning environment, fatigue, or lack of interest in the material being studied.

2) Planning Mess:

Some students may have difficulty planning their work well. They may not take good enough notes or make a clear to-do list, so certain things get overlooked.

3) Time Limitations:

Often, students are given limited time to complete their assignments. In this kind of situation, they may rush to complete the task, thereby neglecting some important parts.

4) Lack of Understanding:

Sometimes, errors of omission occur because students do not fully understand the material being studied. They may ignore certain steps or details because they don't understand how and why they are important.

5) Lack of Motivation:

Students who are less motivated may tend to ignore assigned assignments or work. They may not see the value or relevance in completing the task, so they ignore it. It is important for educators to understand the causes of omission errors in student assignments so they can provide appropriate assistance to improve the quality of students' work. This can involve providing clearer directions, providing a structured learning environment, and creating intrinsic motivation for students to complete assignments well (Fridayanthi, 2017).

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The students made errors in Errors of omission, some elements are omitted where they should be presented, Errors of addition, some elements are added where they are not needed, Errors of misformation, the wrong items have been chosen in place of the right one. Errors of misordering, the elements presented are wrongly order.

The researcher drew the conclusion that in the context of this study, omission errors accounted for the highest percentage at 34,33 %, followed by addition errors at 6,67 %, misformation errors at 32 %, and misordering errors at 27 %. Therefore, the author concludes that of the various types of errors made by students, omission errors are the most dominant factor in the overall observation.

Reason of most error omission the tenth grade students at SMK Tarbiyah Hamparan Perak namely lackof attention, planning mess, time limitation, lack of understanding, and lack of motivation.

B. Sugesstion

Based on the result of this study, here are some suggestions:

- 1) Students should know their weaknesses, which relate to the causes of students Error in constructing the narrative text. So that, they know what should be changed, be improved, and be prepared, in order to increase their writing ability.

- 2) For the English teacher, they should improve the quality of their teaching and learning method. The method should be appropriate with the students, and teacher should be able to know the students' weakness and error. Moreover, teacher should give the student more knowledge about past tenses, grammar and narrative text.
- 3) Teaching materials should be updated by the teacher. The more interesting materials are, the students will be more interested in learning English. The material should be appropriate with the present situation and condition.

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Attachments



Feni Aryana.
X abt

Cinderella

Once upon a time there was a simple and beautiful girl named Cinderella. She lived with her evil step mother and two step sisters. The step mother did not like her and made her do all the household work. Her step sisters just never had any work, they just roamed around the house in their fancy dresses. They always made fun of Cinderella because of her plain dressing.

One day a letter the king is having a ball and his son "the prince" would be aware.

Everyone got excited about reading this Cinderella too wanted to go.

Her step mother told her that she can go if she completes all her work on time.

Cinderella worked as fast as she could to get everything done. but there was always something left.

Umi Juansyah

x AKL

Cinderella

Wans apen ataim, there was a beautiful girl named cinderella the step mother didnot like her and made her do all the house hold work.

Her step sister just never had to work they just never had to work, they just played around the house in the fancy dresses. They always made fun of Cinderella because of their dresses.

One day, a letter from the king came to their house which said that the king is having a ball tonight and his son the prince would be choosing a wife, every girl in the kingdom must be aware.

everyone got excited about reading this Cinderella too wanted to go to the ball. Her step mother told her that she can go if she completes all her work on time and also helps her step sister with their dresses for the ball.

Cinderella work as fast as she could to get everything done but there was always something left, at last she was left at home dissa pointed. She was so sad that she ran to the garden and said "wishes never come true".

Cinderella

once upon a time there was a simple
 and beautiful girl named Cinderella.
 Stepmother and two Sisters. The Stepmother
 did not like her and made her do
 all the household work.
 One day, a letter from the King
 came to their house which said that
 the King is having a ball
 tonight and his son, the Prince, would be
 choosing a wife. Every girl in the Kingdom
 must be awake. Cinderella wanted to go
 to the ball. Her Stepmom told her
 that she can go if she completes all her
 work on time and also help her
 two Sisters with their dresses for the ball.
 She wanted to help Cinderella go to
 the ball, but with a wave of her hand,
 she made Cinderella look like a
 princess. She gave her a beautiful new
 gown. When Cinderella entered the palace
 everybody was awestruck by her beauty.
 She was the prettiest girl at the ball.
 The Prince had fallen in love with her
 and wanted to find out who she was
 as he wanted

Xaki

Aisyah marfuani

- Once upon a time there was a simple and beautiful
- girl named Cinderella, she lived with her evil
- step mother and two step sister.
- The step mother did not like her and made her do
- all the household work.
- Her step sister just never had to work, they
- just romed around the house in their fancy dresse
- They always made fun of Cinderella because of her
- plain dressing.
- One day, a letter from the king came to their
- house which said that the king is having a
- ball tonight and his son.
- every one got excited about reading this, Cinderella
- too wanted to go to the ball
- her step mother told her that she can go if she
- completes all her work on time and also
- helps her stepsisters with their dresses for
- the ball.
- Her stepmother told her that she can go if she
- completes all her works on time and also
- help her sister with their dresses for ball.
- Cinderella worked as fast as she could to
- get everything done but there was always
- something left.
- She was so sad that she ran to the garden
- and said "wisher is never come true"
- "never my dear?" said a voice Cinderella.
- she wanted to go to the ball with a waife
- of her hand.
- she gave a beautiful new gown, glass slippers, and
- shiny black horses to reach the ball.

BOSS

Manna arbani

x AKL

Cinderella

Once upon a time there was a simple and beautiful girl
 named Cinderella, she lived with her evil step
 mother and two step sisters.
 The stepmother did not like her and made her do all
 the house hold work. Her sisters just never had to work
 they just roamed around the house in their
 fancy dresses.

They always made fun of Cinderella because of
 her plain dresses. One day a letter the king is having
 a ball and his son "the prince" would be
 aware.

Everyone got excited about reading this Cinderella
 to want to go. Her step mother told her that
 she can go if she completes all her work
 on time.

Cinderella worked as fast as she could to
 get everything done but there was always
 something left.

Nama : ELSVA REFALINIA

KELAS : X AKUNTANSI

Cinderella

Once upon a time, there was a simple and beautiful girl named Cinderella. She lived with her evil stepmother and two stepsisters, the stepmother and ~~two~~ and not like her and made her do all the household work. Her stepsister just never had to work, they just roamed ~~around~~ around the house in their fancy dresses. They always made fun of Cinderella, because of her plain dressing.

One day, a letter from the king came to their house which said that the king is having a ball tonight and his son 'the prince' would be choosing a wife, every girl in the kingdom must be aware, Everyone got ~~very~~ excited about reading this. Cinderella also wanted to go to the ball. Her stepmother told her that she can only do her complete work on time and also help her stepsister with her dress for the ball. Cinderella worked as fast as she could to get everything done but there was always something left. At last, she was left at home disappointed.

She was so sad that she ran to the garden and said "wishes never come true". "Newer my dear?" said a voice, as Cinderella looked up at the woman with a wand and a kind smile seated in front of her, she was her fairy godmother.

The prince had fallen in love with her and wanted to find out who she was as he wanted to marry her. The next day, he ordered his king men to go to every house in the land and find the girl. The prince recognized her from the ball night, he married Cinderella soon in a grand ceremony and they lived happily ever after.

Nama : Zehira Amalia Yuwanita
Kelas : X . AK

Cinderella

Once upon a time, there was a simple and beautiful girl named Cinderella. She lived with her evil stepmother and stepsister. The stepmother did not like her and made her do all the household work. Her stepsister just never had to work, they just roamed around the house in their fancy dresses. They always made fun of Cinderella because of her plain dressing.

One day, a letter from the king came to her house which said that the king is having a ball tonight and his soon. "The prince" would be choosing a wife for her in the kingdom must be aware. Everyone got excited about reading this, Cinderella too wanted to go to the ball. Her stepmother told her fine and also helped her stepsister with their dresses for the ball. Cinderella worked as fast as she could to get everything done but there was always something left. At last, she was left at home disappointed.

She was so sad that she ran to the garden and said, "wishes never come true" "never mind" said a voice. As Cinderella looked up a little woman with a wand and a kind smile stood in front of her. She was her fairy godmother.

She wanted to help Cinderella go to the ball. With a wave of her hand, she made Cinderella look like a princess. She gave her a beautiful new gown, glass slippers and shiny black horses to reach the ball. Before leaving the fairy godmother said "this magic will only last until midnight so you must reach back home by then!"

When Cinderella entered the palace everybody was awestruck by her beauty. She was the prettiest girl at the ball even handsome prince also saw her and fell in love with her. However, when she saw the time and remembered the godmother's away. In a hurry, one glass slipper which she was wearing was left on the castle steps. The prince had fallen in love with her and wanted to find out who she was so he wanted to marry her. Her foot fit perfectly into the glass slipper. The prince recognized her from the ball night. He married Cinderella soon in a grand ceremony and they lived happily ever after.

Tami Harris

CINDERELLA

WAS A POOR A THING THERE WAS A SIMPLE
AND BEAUTIFUL GIRL NAMED CINDERELLA. SHE LIVED WITH
HER EVIL STEP MOTHER AND TWO STEEP SISTERS DID NOT LIKE
HER ~~AND~~ AND SHE HAD TO WORK HER STEP SISTER
DRESSES AND THINGS. SHE WAS FORGOTTEN. THE KING
WAS GOING TO MARRY. THEY ALWAYS MADE FUN OF CINDERELLA
BECAUSE OF HER POOR DRESS. ONE DAY A LOVER
FROM THE KING CAME TO THEIR HOUSE SAID THAT
THE KING IS HOLDING A BALL TONIGHT AND HIS SON
THE PRINCE WOULD BE CHOOSING A WIFE EVERY GIRL
THE KING MUST BE THERE. CINDERELLA GOT
SAD ABOUT THIS. SHE WANTED TO GO TO
THE BALL BUT HER STEP MOTHER TOLD HER THE BALL
CINDERELLA WENT TO HER ROOM AND SAID
"WILL YOU EVER COME" "NEVER MY DEAR" SAID A VOICE OF
CINDERELLA LOOKED UP A LITTLE WOMAN WITH A WAND
AND A KIND SMILE STOOD IN FRONT OF HER. SHE WAS
HER FANTASY GOD MOTHER.

SHE WANTED TO GO. CINDERELLA SHE MADE
CINDERELLA LOOK LIKE A PRINCESS. SHE GAVE HER A BEAUTIFUL
GLASS SLIPPER AND SHE TOOK BLACK HORSES
TO REACH THE BALL BEFORE LEAVING. THE KING GOD MOTHER
SAID THE MAGIC WILL ONLY LAST UNTIL MIDNIGHT
YOU MUST REACH BACK HOME BY THEN! WHEN CINDERELLA
THE KING GOD MOTHER ORDERED HIS MEN TO GO
TO EVERY HOUSE IN THE TOWN AND FIND THE GIRL
WHOSE FOOT FITS IN THE GLASS SLIPPER. WHEN THEY
FOUND CINDERELLA'S HOUSE THE TWO STEPMOTHERS TRIED
THEIR OWN SLIPPERS BUT THEY DID NOT FIT.

Nama: Siti Nurhikmah
Kelas: 4 Akuntansi

Cinderella

Once upon a time, there was a simple and beautiful girl named Cinderella. She is lived with her evil stepmother and two sisters. The stepmother did not like her and made her do all the household work. Her stepsister just never had to work, they just roamed around the house in their fancy dress. They always made fun of Cinderella because of her plain dressing.

One day, a letter from the king came to their house which said that the king is having a ball tonight and his son the prince would be crossing a wife; every girl in the kingdom must be aware. Everyone got excited about reading this. Cinderella too wanted to go to the ball. Her stepmother told her that she can go if she completes all her work on time and also helps her

she was so sad that she ran to the garden and said:
"Wishes never come true"

Never my dear? said a voice, as Cinderella looked up a little woman with a wand and a kind smile stood in front of her. She was her fairy godmother.

The prince had fallen in love with her and wanted to find out who she was. As he wanted to marry her the next day, he ordered his king's men to go to every house in the glass slipper when they reached Cinderella's house. Mother and sister and her sisters and step mother. The prince recognized her from the ball night. He married Cinderella soon in a grand ceremony and they lived happily every after.

long up a time, she was a simple and beautiful girl named
 Cinderella. She lived with her evil step mother and two
 stepsisters. The step mother did not like her and do all the
 household work, her step sisters just played and
 just played around the house in their fancy dresses, they
 always made fun of Cinderella because of her plain dress.

one day, a letter from the king came to the house which said
 that king was having a ball to night, and his son the prince
 would be choosing a wife. Every girl in the kingdom was
 everyone got excited about reading this, Cinderella wanted
 to go to the ball. Her step mother told her that she
 can go if she completes all her work on time and also
 helps her step sisters with their dresses for the
 ball. Cinderella worked as fast as she could to get
 everything done but there was always something left at
 last. She was left at home in disarray. She was so sad
 that she ran to her godmother and said, "Wish me luck,
 never my dear, a voice as Cinderella looked up at the
 woman with a wand and asked, "Will you stop in front of
 her she said, "Good night."

She wanted to help Cinderella go to the ball with a
 wand of her own she made Cinderella look like a princess.
 She gave her a beautiful beautiful new glass slipper,
 and she in black horse two years the ball began and the
 prince got her.

Aulia Putri
x ani

Cinderella

Once upon a time, there was a simple and kind girl named Cinderella. She lived with her mother, stepmother and two stepsisters. Her stepsister just never had to work. One day, a carriage from the king came to their house which said that the king is having a ball tonight and his son the prince would be looking for a wife; every girl in the kingdom must be aware every one got excited about it because that they can go to the ball. Cinderella's stepmother and also helped her stepsister with their dresses for the ball. Cinderella worked as fast as she could to get everything done but there was always something left of her dress. She looked up a little woman with a wand and a kind smile stood in front of her. She was her fairy godmother.

She wanted to help Cinderella go to the ball with a wave of her wand. She made Cinderella look like a princess. She gave her a beautiful new dress. When Cinderella entered the ball, everybody was awestruck by her beauty. She was the prince's girl at the ball. The other prince also saw her and fell in love with her. All the other girls were very jealous of her because the prince danced with her the whole night. However, when she saw the time and wanted to make one glass slipper which she was wanted to marry her. The next day

Cinderella

once upon a time, there was a simple, an beautiful girl name Cinderella. She lived with her evil stepmother and two stepsisters. The stepmother did not like her, she made her do all the household work. Her sisters just never had to work, they just roamed around the house in fancy dresses. They always made fun of Cinderella because of her plain dress.

One day a letter from the king came to their house. It said that the king is having a ball and his son "The Prince" would be there. Everyone got excited about reading this. Cinderella too wanted to go to the ball. Here her stepmother told her that she could go if she completed all her work on time and also help her step sisters with their dresses for the ball. Cinderella worked as fast as she could but she could not do everything. In the end there was always something left. At last she was left at home disappointed. She said as Cinderella said "Wishes never come true, never my dear said a voice.

NAMA : KHAMISATUL HUSAINI
KELAS : X AET

Cinderella

Once upon a time, there was a simple and beautiful girl named Cinderella. Her evil stepmother, the stepmother and her stepmother did not like her and made her do all the household work. Her stepmother gave her bad clothes, they gave her old and dirty dresses. She always had to wear those dresses.

One day, the king came to the house with his son, the prince, and he was hoping to find a wife. There was a girl in the kingdom who was very beautiful and kind. Cinderella wanted to go to the ball, but her stepmother told her that she could not go. Cinderella worked as hard as she could to get everything done, but there was always something left. At last, she was left at home, disappointed.

She was so sad that she ran to the garden and said, "Wishes never come true, never, my dear." A voice said, "I am a little woman with a wand and a tiny smile. I stand in front of her. She was her fairy godmother.

The prince had fallen in love with her and wanted to win her. He was so happy that he wanted to marry her. The next day, he ordered her to marry her. The two sisters lay in the glass slipper when she reached Cinderella's house. They tried to force their feet into the slipper, but they could not make it.

COLA ANGITA
XAKL

Cinderella

once upon a time there was a simple and beautiful girl named Cinderella. She lived with her evil stepmother and two stepsisters. The stepmother did not love her and made her do all the household work. Her stepsisters just never worked, they just romped around the house in their fancy dresses, they always made fun of Cinderella because of her plain dressing.

one day, a letter from the king came to their house which said that the king is having a ball tonight and his son, the Prince, would be looking for a wife, even girls in the kingdom must be present. Everyone got excited about reading this, Cinderella too, wanted to go to the ball. Her stepmother let her do it if she completed all her work on time and also help her stepsister with their dresses for the ball. Cinderella worked as fast as she could to get everything done but she was always late. At last, she was left at home disappointed. She was so sad that she ran to the garden and said "wishes never come true" "Never my dear" said a voice, as Cinderella looked up a little woman with a wand and a kind smile stood in front of her. She was her fairy godmother.

long up a time there was a simple and beautiful girl named
 Cinderella. she live with her evil step mother and two stepsis
 the step mother did not like her and do all the housework
 her stepsister just never had to work, they just roamed around
 the house in their fancy dresses. they always made fun of cinderella
 because of her plain dress.
 one day a letter from the king came to the town which said
 that king was having a ball tonight and his son the prince would
 be choosing a wife; every girl in the kingdom was to go
 everyone got excited about reading this cinderella wanted to go
 to the ball. her step mother told her that she can go if she
 completes all her work on time and also helps her stepsisters with
 their dresses for the ball. cinderella worked as fast as she
 could to get everything done but there was always something
 left. At last she was left at home, disheartened she was so sad
 that she ran to her and said, "I wish never come true, never met
 saw a voice as cinderella looked up a little woman with a wand and
 a kind smile stood in front of her she was her good mother.
 she wanted to see cinderella go to the ball with a wave of her hand
 she made cinderella look like a prince. she gave her a beautiful gown
 glass slipper and a white horse to reach the ball before leaving the
 (Fairy godmother said) this magic will last until midnight; you must reach
 back home by then. when cinderella entered the ball every man was struck
 by her beauty she was the prettiest girl at the ball. even her stepsister
 did not look at her, the handsome prince saw her the whole night she spoke
 herself so much that she almost forgot what the fairy godmother's words she
 told her. who was she at the slipper, to fit perfectly into the glass
 slipper. the prince recognized her from the ball night. he married cinderella
 and they lived happily ever after.

Nurul wahyuni
X 9kl

No.

Date.

Cinderella

Once upon a time, there was a simple and beautiful girl named Cinderella. She lived with her evil stepmother and two stepmothers did not love her and made her do all the house work. Her step sisters just never (Nan) to let her, they just loomed around the house in their fancy dresses. They always made fun of Cinderella because of her plain dressing.

One day, a letter from the king name to have house with the king in having a ball coming and his son "The Prince" would be choosing a wife. Ever from in the king doing must be amar everyday got excited about reading this. Cinderella too wanted to go to the ball but her stepmother told her that she go if she all her work on time and also help her step mother dresses for the ball. Cinderella worked as fast as she was to get everything done but there was always something left. At last, she was left at home disappointed. She then she ran to the garden and said "Wishes never come true." Never my dear? said a voice as Cinderella looked up a little woman with a wand a king smile stood in front of her. She was her fairy godmother.

She wanted to help Cinderella go to the ball. With a wave of her hand, she made Naruto

Marisa Kevuma Putri
X ANI

Cinderella

One Upon a time there was a simple and beautiful girl name Cinderella. Si life with her evil stepmother and two step sisters. Her stepmother mother, did not like her and made her do all the house work. Her step sisters has never let to work, they just come to party. She has in her house dress always made Pan of Cinderella ~~because~~ because of her plain dressing.

Wanda, a letter from kingdom, came to the king with said that kingdom is looking for a king and his son "the Prince" would be choosing a wife, every girl on the kingdom may be aware. Everyone got excited about reading this, Cinderella too wanted to go to the ball. Her stepmother told her that she can go if she can complete all her work on time and also help her step sisters with their dress for the ball. Cinderella worked as fast as she could to get everything done but there was always something left. At last, she was left at home disappointed. She was so sad that she ran to the garden and said, "Wishes never come true". "Wish my life" - said a voice, as Cinderella looked up a little woman with a wand and a kind smile stood in front of her. She was her fairy godmother.

She wanted to help Cinderella go to the ball. With a wave of her wand, she made Cinderella look like a princess. She gave her a beautiful new gown, glass slippers, and some magic horses to ride the lake. Before leaving, the fairy godmother said: "His magic will only last until midnight! You must be back home by then!". When Cinderella entered the palace, the prince was attracted by her beauty, so was the prince's girl at the ball. Even her step sisters didn't recognize her.



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Form K-1

Kepada Yth: Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Kartika Wiji Murni
NPM : 1702050134
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS
IPK = 3,61

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Error Analysis in Writing Narrative Text on the 10th Grade Students At Smk Tarbiyah Islamiyah Hamparan Perak	
	Error Analysis in Writing Main Idea Text on the 10th Grade Students At Smk Tarbiyah Islamiyah Hamparan Perak	
	Error Analysis in Writing Announcement Text on the 10th Grade Students At Smk Tarbiyah Islamiyah Hamparan Perak	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 19 Juni 2023

Hormat Pemohon,

Kartika Wiji Murni

Keterangan:

- Dibuat rangkap 3
- Asli untuk Dekan/Fakultas
 - Duplikat untuk Ketua/Sekretaris Jurusan
 - Triplikat Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umma.ac.id> Email: fkip@umma.ac.id

Form K-2

Kepada Yth: Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr.Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Kartika Wiji Murni
NPM : 1702050134
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini:

Error Analysis in Writing Narrative Text on the 10th Grade Students At Smk Tarbiyah Islamiyah Hampanan Perak

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Dr. Hj. Dewi Kesuma Nst, M.Hum
Sebagai Dosen Pembimbing Proposal/Skripsi saya.


19 Juni 2023

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 19 Juni 2023
Hormat Pemohon,


Kartika Wiji Murni

Keterangan:
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2429 /IL.3/UMSU-02/F/2023
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Kartika Wiji Murni
N P M : 1703050134
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Error Analysis in Writing Narrative Text on The 10th Grade Students At SMK Tarbiyah Islamiyah Hamparan Perak.

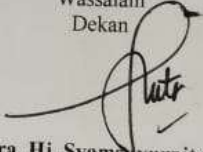
Pembimbing : Dr. Hj. Dewi Kesuma Nst, M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 20 Juni 2024

Medan 1 Dzulhijjah 1444 H
20 Juni 2023 M

Wassalam
Dekan


Dra. Hj. Svamsdyurnita, MPd.
NIDN : 0004066701



- Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :

WAJIBMENGIKUTISEMINAR





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Kartika Wiji Murni
NPM : 1702050134
Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Error Analysis in Writing Narrative Text On The 10th Grade Students At SMK Tarbiyah Islamiyah Hampanan Perak	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 19 Juni 2023

Disetujui oleh
Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, M.Hum

Hormat Pemohon

Kartika Wiji Murni



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Kartika Wiji Murni
NPM : 1702050134
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Error Analysis in Writing Narrative Text on the 10th Grade Students at SMK Tarbiyah Islamiyah Hampan Perak.

Sudah layak diseminarkan.

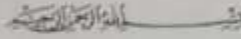
Medan, Agustus 2023

Disetujui oleh
Pembimbing

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

UMSU

Unggut | Cerdas | Terpercaya



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Kartika Wiji Murni
NPM : 1702050134
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Error Analysis in Writing Narrative Text on The 10th Grade Students at SMK Tarbiyah Islamiyah Hamparan Perak

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
18 Juli 2023	- T		
	- Revise research problem re: s		
	- Add more theories in chapter 2		
20 Juli 2023	- Revise conceptual framework		
	- Revise the research method		
31 Juli 2023	- Revise research problem & objective		
	- Revise research method		
	- Insert the instrument (test)		
25 Aug 2023	Revision complete		

Medan, 21 Agustus 2023

Diketahui oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Dr. Hj. Dewi Kesuma Nasution, M.Hum.)



UMSU
Unggul | Cerdas | Terpercaya

Bila menggunakan surat ini agar ditunjukkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AK-KP/PT/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

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Nomor : 3781 //IL.3/UMSU-02/F/2023
Lamp : ---

Medan, 27 Rabiul Akhir 1445 H
11 November 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
Smk Tarbiyah Islamiyah Hampan Perak
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Kartika Wiji Murni**
N P M : 1702050134
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Error Analysis in Writing Narrative Text on 10th Grade Students at SMK Tarbiyah Islamiyah Hampan Perak**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan

Dra. Hj. Svamsuyurnita, M.Pd.
NIDN : 0004066701

*Pertinggal



**YAYASAN PENDIDIKAN TARBİYAH ISLAMİYAH
SEKOLAH MENENGAH KEJURUAN (SMK)
TARBİYAH ISLAMİYAH**

HAMPARAN PERAK KABUPATEN DELI SERDANG

ALAMAT : Jln. Perintis Kemerdekaan Simpang Beringin Hamparan Perak, Kode Pos : 20374

No : 121 / 01. SMK / HP-TI / XI / 2023

Hal : Izin Mengadakan Riset

Kepada Yth,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas MUHAMMADIYAH SUMATERA UTARA
Di
Tempat

Dengan Hormat,
Sehubungan dengan Surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas MUHAMMADIYAH SUMATERA UTARA Nomor : 3781 / II.3 / UMSU - 02 / F / 2023 hal izin Mengadakan Riset di SMK Swasta Tarbiyah Islamiyah Hamparan Perak tertanggal 11 November 2023. Maka Kepala Sekolah SMK Swasta Tarbiyah Islamiyah menerangkan nama Mahasiswi di bawah ini :

No	Nama	NPM	Program Studi
1.	KARTIKA WIJI MURNI	1702050134	Pendidikan Bahasa Inggris

Diberikan izin untuk mengadakan Riset guna mendukung Penyelesaian Skripsi di SMK Swasta Tarbiyah Islamiyah .

Demikianlah Surat ini Kami buat untuk dapat dipergunakan sebagaimana mestinya.

Hamparan Perak, 12 November 2023

Ka. SMK Swasta Tarbiyah Islamiyah



SULKHAIRI SAM, S. Pd, M. Si