AN ANALYSIS ON STUDENTS’ ERROR IN WRITING SIMPLE SENTENCES

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Abstract:
This study explores kinds of errors that the English education department students of the second semester make in writing simple sentences and to examine the most frequent errors they make. Related to this issue, descriptive qualitative method was implemented in this study. The result shows that the second semester students, C class, of English education department made errors in writing simple sentences especially in narrative text. The errors found are 212 errors. They made errors covering all four kinds of errors. They are omission, addition, misformation, and misordering. The misformation errors have the highest number of errors. There are 102 numbers of errors or 48.11% of the total errors. On the other hand, the lowest error is misordering. There are only 12 errors or 5.66% of the total number of error.

Keywords: error analysis; writing; simple sentence

INTRODUCTION
In Permendikbud no. 24 tahun 2016, it is explained that Kompetensi Inti in K-13 for senior high school students covers four main students’ competencies. They are religion, behaviour, knowledge, and skill. For skill competency, writing is placed as the highest level of skill. The demand to have good writing skill does not end in senior high school. For those who study at a university must also hold proficient ability in writing to accomplish many duties particularly for the English department students. They must pass some levels of writing lectures before writing a thesis. This is undeniable statement that writing is the most difficult skill for L2 learners to master. The complexity lies not only in generating and organizing ideas, but also in converting these ideas into readable text. L2 writers have to focus on higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is not good enough. The likely cause of difficulties of non-native English speakers in writing is the influence of mother language. This hypothesis is strengthened by Kusumawardhani. She states that most of students’ errors in writing are affected by first language. For that reason, most of them tend to commit errors. Corder (in Richard) states that errors are significant in three obvious ways. First is to the teacher. Errors depict how far the learner has progressed. Consequently, it remains for the teacher to learn. Second, errors provide researchers with evidence on how language is acquired, what strategies or

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

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

The second study related to students’ errors in writing narrative paragraph was completed by Oktaviani6. They focus on the kinds and the causal factors of errors made by 32 students in the first year of SMAN 1 Yogyakarta in writing narrative texts. The results are: (1) four categories of errors were found in the students’ written texts, consisting of (a) seven kinds of omission errors; (b) three kinds of addition errors; (c) six kinds of selection errors; (d) 18 errors in the form of ordering errors. Furthermore, from 396 errors found, 2 errors were global errors. (2) selection errors occur most frequently (52.7%) followed by omission errors (25.2%), addition errors (17.9%), and misordering errors (4.0%). (3) two kinds of direct factors found, namely negative interlanguage transfers and negative intralingual transfer (4) the three sources of indirect factors causing the students to make errors in their writing are: students' low interest, feedback on the students' writing results, and low frequency of the writing instruction.

Still discussing the relevant studies about students’ errors in writing narrative paragraph, Kusumawardhani7 examines error analysis in writing an English narrative composition of 20 students. Based on her study, she concludes that the students make errors in term of four categories. Those are 30 items or 15% for errors of selection, 25 items or 12.5% for errors of omission, 115 items or 57.5% for errors of ordering, and 30 items or 15% for errors of addition. The study of students’ errors in writing narrative paragraph does not end here. Budiarta, Suputra, and Widiasmara8 analyze grammatical errors on narrative writing of ninth grade students. Their study aims at identifying the types of grammatical errors on students’ narrative writings and analyzing the causing factors contributing to the students’ errors. The result confirm that the most frequent type of grammatical errors committed was misformation error (46.50%), followed by omission error (35.56%), addition error (14.74%), and the least one was misordering error (3.19%). Moreover,

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5 Abdullah, A.T. H.bin, “Error Analysis on The Use of The Simple Tense and The Simple Past Tense in Writing Essays Among TESL College Students.”
7 Kusumawardhani, P., “ERROR ANALYSIS IN WRITING AN ENGLISH NARRATIVE COMPOSITION.”
the sources of errors were dominated by intralingual transfer (35.33%), followed by interlingual transfer (34.50%), and context of learning (30.15%).

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

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

METHOD

Since the major focus of this research is to find out kinds of errors that the English education students of the second semester make in writing simple sentences, a qualitative research is appropriate to use. It to investigate an object naturally in which the researcher is the key instrument, data collection is done by triangulation, data is analyzed inductively, and its findings emphasize meaning rather than generalization10.

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

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

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


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


DISCUSSION

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

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

1. Omission Error

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

a. Omission of to

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was 7 years old, everyday my brother taught me ride bicycle in front of the home.</td>
<td>I started ride my bicycle slowly.</td>
<td>When I was 7 years old, everyday my brother taught me to ride bicycle in front of the home.</td>
</tr>
<tr>
<td>I started went around the village with my friends.</td>
<td>I started to go around the village with my friends.</td>
<td></td>
</tr>
<tr>
<td>When I went school by bicycle, I got an accident.</td>
<td>When I went to school by bicycle, I got an accident.</td>
<td></td>
</tr>
</tbody>
</table>

Student 1

Student 6

I tried make it. I tried to make it.

Student 13

In conclusion, when I want something achieved I have to study harder.

Student 31

In the morning I was sitting relaxed, suddenly my brother approached me.

Student 34

In conclusion, I was very happy stay in Bali.

b. Omission of suffix -s/-es

<table>
<thead>
<tr>
<th>Sentence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Many funny moment couldn’t be repeated when we were adult.</td>
<td>Many funny moments couldn’t be repeated when we are adult.</td>
<td></td>
</tr>
<tr>
<td>I got bad experience in my life few month ago.</td>
<td>I got bad experience in my life few months ago.</td>
<td></td>
</tr>
<tr>
<td>I have many friend in my school.</td>
<td>I had many friends in my school.</td>
<td></td>
</tr>
</tbody>
</table>

Student 1

Student 5

Student 34

Student 13

Student 18

Finally, when I came home my family was not home.

Student 22

I got a bad moment when I was elementary school.

Student 34

At first, I was kindergarten.

Second, I visited a beautiful tourist spot with my family because my house is close to tourism place, like Kuta beach.

Student 34

At first, when I was in kindergarten.

Second, I visited a beautiful tourist spot with my family because my house was close to tourism place, like Kuta beach.

### d. Omission of *Be*

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

i.e. Omission of Article

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 5</td>
<td>The next day, my father took me to hospital to check my foot.</td>
<td>The next day, my father took me to hospital to check my foot.</td>
</tr>
</tbody>
</table>

### f. Omission of *Verb*

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 5</td>
<td>The doctor wanted me to CT scan my foot.</td>
<td>The doctor wanted me to have CT scan for my foot.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 6</td>
<td>Long holiday was very wonderful moment with my family and friends.</td>
<td>My long holiday was very wonderful moment with my family and friends.</td>
</tr>
</tbody>
</table>

### h. Omission of *suffix –ing*

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 8</td>
<td>It was deeply hurt.</td>
<td>It hurted me deeply.</td>
</tr>
<tr>
<td>Student 10</td>
<td>After a few days of practice, my father let go when I was pedaling the bicycle.</td>
<td>After a few days of practice, my father let me go when I was pedaling the bicycle.</td>
</tr>
</tbody>
</table>
During gathering, we enjoyed watching a movie.

In conclusion, accused the hotel officer of bringing two towels was an unpleasant experience ever in my life.

In conclusion, accused by the hotel officer of bringing two towels was an unpleasant experience ever in my life.

In conclusion, my parents hurt me seriously and happily.

Suddenly, a bicycle hit me and make me unconsciously.

First is when I arrived at school, my friends looked differently.

After that we enjoyed to see beach and played at the edge of the shore.

I just obeyed because it was my fault for not wearing a helmet.

There was also a game for the participants Bimtes was not bored with all the activities.

My parents hurt me seriously and happily.

Suddenly, a bicycle hit me and made me unconsciously.

First is when I arrived at school, my friends looked differently.

My parents hurt me seriously and happily.

Suddenly, a bicycle hit me and make me unconsciously.

First is when I arrived at school, my friends looked differently.

In conclusion, we had to enjoying as a childhood because childhood is a part of life an unforgettable.

In conclusion, I knew and now I should pay attention and be careful to make and bake a cake.

My teacher scolded me in front of my friends, I am so ashamed.

My teacher scolded me in front of my friends, I was so ashamed.

My father was teaching me to make a cake.

My teacher scolded me in front of my friends, I was so ashamed.

My teacher scolded me in front of my friends, I was so ashamed.

It was deeply hurt. It hurted me deeply.

When I was could not doing, I asked my sister and my sister taught me patiently.

When I was could not do, I asked my sister to teach me patiently.
<table>
<thead>
<tr>
<th>Student</th>
<th>Original Sentence</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>My chin hit the asphalt and two of my teeth was slipped off.</td>
<td>My chin hit the asphalt and two of my teeth slipped off.</td>
</tr>
<tr>
<td>19</td>
<td>My funny experience was happened when I came to my friend's birthday party.</td>
<td>My funny experience happened when I came to my friend's birthday party.</td>
</tr>
<tr>
<td>23</td>
<td>There was also a game for the participants Bimtes was not bored with all the activities.</td>
<td>There was also a game for the Bimtes participants, so we were not bored with all the activities.</td>
</tr>
<tr>
<td>24</td>
<td>I had very amazing experience when I was celebrated my 17th birthday.</td>
<td>I had very amazing experience when I celebrated my 17th birthday.</td>
</tr>
<tr>
<td>25</td>
<td>Later my father was taught me to ride a bike again.</td>
<td>Later my father taught me to ride a bike again.</td>
</tr>
<tr>
<td>27</td>
<td>I was rode very fast.</td>
<td>I rode very fast.</td>
</tr>
<tr>
<td>28</td>
<td>I was called my friends and invited them to played ball in front of my house.</td>
<td>I called my friends and invited them to play ball in front of my house.</td>
</tr>
<tr>
<td>29</td>
<td>Next, we were played it I was meant to kick the ball into the goal but the ball bounched in the window of my neighbor's house and finally was broken.</td>
<td>Next, we played it, I meant to kick the ball into the goal but the ball bounched in the window of my neighbor's house and it was finally broken.</td>
</tr>
<tr>
<td>30</td>
<td>So, I was cried and asked to bought it.</td>
<td>So, I cried and asked to buy it.</td>
</tr>
<tr>
<td>31</td>
<td>First was, I played in class.</td>
<td>First was, I played in class.</td>
</tr>
<tr>
<td>32</td>
<td>Second was, I slipped on banana peel.</td>
<td>Second, I slipped on banana peel.</td>
</tr>
<tr>
<td>33</td>
<td>Third was, my teeth disloged.</td>
<td>Third, my teeth disloged.</td>
</tr>
<tr>
<td>34</td>
<td>So, I was cried and asked to bought it.</td>
<td>So, I cried and asked to buy it.</td>
</tr>
<tr>
<td>35</td>
<td>I wasn't like attitude.</td>
<td>I didn't like attitude.</td>
</tr>
<tr>
<td>36</td>
<td>They were more considerate than ever.</td>
<td>They considerate more than before.</td>
</tr>
<tr>
<td>37</td>
<td>There was many games zone.</td>
<td>There were many games zone.</td>
</tr>
<tr>
<td>38</td>
<td>After that, I was continue to practice riding a motorcycles in the field every afternoon.</td>
<td>After that, I continued to practice riding a motorcycle in the field every afternoon.</td>
</tr>
<tr>
<td>39</td>
<td>First was, I played Giants Wings it was very tight and and made my heart beated faster.</td>
<td>First was, I played Giants Wings. It was very tight and made my heart beat faster.</td>
</tr>
<tr>
<td>40</td>
<td>I was excited to enjoyed that holiday.</td>
<td>I was excited to enjoy that holiday.</td>
</tr>
<tr>
<td>41</td>
<td>Finally, we celebrate my birthday by eating eating cake.</td>
<td>Finally, we celebrated my birthday by eating cake.</td>
</tr>
<tr>
<td>42</td>
<td>I spend some days in my room until my leg and my right ear was dealed.</td>
<td>I spent some days in my room until my leg and my right ear were dealt.</td>
</tr>
<tr>
<td>43</td>
<td>First, I learned how to drive and learn to change his gear.</td>
<td>First, I learned how to ride a motorcycle and change his gear.</td>
</tr>
<tr>
<td>44</td>
<td>I started now careful driving and I started to ride well.</td>
<td>I started to be careful in riding motorcycle and I started to ride well.</td>
</tr>
<tr>
<td>45</td>
<td>First is gathering with family.</td>
<td>First is gathering with family.</td>
</tr>
</tbody>
</table>
e. Addition of conjunction

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>And then, I find him.</td>
<td>Then, I found him.</td>
<td></td>
</tr>
<tr>
<td>And when I looked forward again, the steer was shaking.</td>
<td>When I looked forward, the steer was shaking.</td>
<td></td>
</tr>
<tr>
<td>But, I was sure tried and prayed that nothing would happen.</td>
<td>I was surely tried and prayed that nothing would happen.</td>
<td></td>
</tr>
<tr>
<td>And without my realizing it, I got a surprise from my parents.</td>
<td>I was very surprised when I got a surprise from my parents.</td>
<td></td>
</tr>
</tbody>
</table>

f. Addition of article

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>At last I was very thankful to the God because of giving me the right plan.</td>
<td>At last I was very thankful to God because of giving me the right plan.</td>
<td></td>
</tr>
<tr>
<td>I also got a presents from my friends, they gave a dolls, bags, jacket and much more.</td>
<td>I also got presents from my friends, they gave a dolls, bags, jacket and much more.</td>
<td></td>
</tr>
</tbody>
</table>

3. Misformation

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

a. Misformation of singular and plural subject

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The green fields spread and stretches mountain so all those made me very happy.</td>
<td>The green fields spread and stretched mountain so all those made me very happy.</td>
<td></td>
</tr>
</tbody>
</table>

b. Misformation of tense

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many funny moments couldn't be repeated when we were adult.</td>
<td>Many funny moments couldn't be repeated when we are adult.</td>
<td></td>
</tr>
<tr>
<td>I cried a lot after I realized that my mouth was full of blood.</td>
<td>I cried a lot after I realized that my mouth was full of blood.</td>
<td></td>
</tr>
<tr>
<td>In summary, it was a lesson for me to carefully when I swam in the swimming pool.</td>
<td>In summary, it was a lesson for me to swim carefully in the swimming pool.</td>
<td></td>
</tr>
<tr>
<td>I was sitting relaxed, suddenly my brother approached me.</td>
<td>I was sitting to relax, suddenly my brother approached me.</td>
<td></td>
</tr>
</tbody>
</table>

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Student 6
I am learning to make a cake.
I was learning to make a cake.

I am having take a rest.
I took a rest.

My father were teaching me to make a cake.
My father was teaching me to make a cake.

Student 7
When I learned to cook are very fun and interesting.
When I learned to cook at that time was very fun and interesting.

Student 9
When I ate my snack, I heard my sister vomit loudly.
While I was eating my snacks, I heard my sister vomited loudly.

Student 11
At first, we depart from school at 9 p.m.
At first, we departed from school at 9 p.m.

After took 3 hours, I fell asleep.
After taking 3 hours, I fell asleep.

After 30 minutes we waited, we can continue the trip again.
After 30 minutes we waited, we could continue the trip again.

I took a shower and get ready.
I took a shower and got ready.

Student 12
I get a lot of friends with different kinds of characters and different properties.
I got a lot of friends with different kinds of characters and different properties.

Student 13
When I was could not doing, I asked my sister and my sister taught me patiently.
When I could not do, I asked my sister to teach me patiently.

I study hard, working on questions about the material UN.
I studied by answering questions about the material of UN.

Student 14
Then, I fill out the biography and make a payment.
Then, I filled out the biography and made a payment.

I verify to Malang with my brother by motorcycle.
I verified the data to Malang with my brother by motorcycle.

I stayed at my brother friend's house because the verify must take a queue number which starts at 2 a.m.
I stayed at my brother friend's house because the verification needed take a queue number which was started at 2 a.m.

The exam starts at 7 a.m. to 12 p.m.
The exam started at 7 a.m. to 12 p.m.

I must verify the data that has been collected in Malang.
I had to verify the data that had been collected in Malang.

Student 15
I had fell of my bike when I was in elementary school.
I fell down from my bike when I was in elementary school.

I stayed at my brother friend's house because the verify must take a queue number which started at 2 a.m.
I stayed at my brother friend's house because the verification needed take a queue number which was started at 2 a.m.

The exam starts at 7 a.m. to 12 p.m.
The exam started at 7 a.m. to 12 p.m.

I had to verify the data which has been collected in Malang.

Student 16
when I used flour, sometime I used too much flour and make the cake couldn't eat.
I studied by answering questions about the material of UN.

I don't know what happened.
I didn't know why it happened.

Student 17
It is still raining outside, we take an umbrella.
It was still raining outside, we took an umbrella.
### Student 18
The weather is cloudy.

So I move quickly to went home.

After arrived home, I lived alone.

When I’m going to pay the for the gift I realized that I didn’t bring any money.

In that game I have to hit a doll that contains can deal with my eyes closed.

I immediately took a bath and got ready to went to school in a hurry.

I was taking a deep breath and screaming.

I could not forgot this worst experience.

I leave at 5.30 a.m.

I accidentally broken a plate when I washed it.

My teacher scolding me in front of my friends, I’m so ashamed.

I apologized and quickly clean it.

My father and my mother scolding me, they said that I was too often saw Korean drama and playing cellphone.

### Student 19
The weather was cloudy.

So I moved quickly to go home.

After arriving at home, I lived alone.

When would pay the for the gift I realized that I didn’t bring any money.

In that game I had to hit a doll containing a can with my eyes closed.

I immediately took a bath and got ready to go to school in a hurry.

I took a deep breath and screamed.

I could not forget this worst experience.

I leave at 5.30 a.m.

I left at 5.30 a.m.

I accidentally broke a plate when I washed it.

My teacher scolded me in front of my friends, I was so ashamed.

I apologized and quickly cleaned it.

My father and my mother scolded me, they said that I only spent my time by watching Korean drama and playing cellphone.

### Student 20
Next, after my bike came home, my father directly teach how to rode a bike.

In conclusion, special moment when I was 6 years old are my father gave me a bike, my mother gave me a ball, and my parents gave me a cake.

So, I was cried and asked to bought it.

Next, my right ear got injury and broken.

I spend some days in my room until my leg and my right ear was dealt.

As a result, i was hit by bicycle and my right ear got injury.

In conclusion, I don’t want to do it again it was very bad experience.

I tried to enjoy the travel by saw the view from the window.

I had drunk a lot of water.

After that, I was scared to ride a motorcycle, but I keep trying back.

I feel very touched and very grateful to my parents.

### Student 21
Next, after my bike was at home, my father directly taught me how to ride a bike.

In conclusion, when my father gave me a bike, my mother gave me a ball, and my parents gave me a cake were the special moments when I was 6 years old.

So, I cried and asked to buy it.

Next, my right ear got injured and broken.

I spent some days in my room until my leg and my right ear were dealt.

As a result, i was hit by bicycle and my right ear got injured.

In conclusion, I didn’t want to do it again it was very bad experience.

I tried to enjoy the travel by seeing the window.

I had drunk a lot of water.

After that, I continued to practice riding a motorcycle in the field every afternoon.

I was scared to ride a motorcycle, but I kept trying.

I felt touched and grateful very much because of my parents.
My friends come to my house at night. My friends came to my house at night.

In conclusion, at the moment that I speechless, I just cry happy.

In conclusion, I was very tired but I am very happy.

If it is a long vocation I visited my grandmother house in the village.

I have many friends in my school.

In conclusion, we had to enjoying as a childhood because childhood is a part of life an unforgettable.

An embarrassing experience in my life was getting failure in the singing competition.

My parents gave me cake because I saw a gave of cake I at birthday party on television.

So, my feet tripped and finally fell down.

My father never prioritized me between his students.

Than my friend was guide me from motorcycle.

So, I studied in English course for nine months.

But, I left room the towels was still in place.

In conclusion, that was my exciting experience when I was a freshman at STAIN Kediri.

When I was riding, one of my friends was calling me.

And I fell of my bike after that.

So, my right ear must be sewn.

But on the day, I slipped and sank.

I could just ask for help with waved my hand upstairs.

They shook my hand and I gave them parcel.

I heard that my father said, "Don’t give my child the first rank because I am a headmaster. Judge her because her ability!"

Jepara beach was first purpose.
Finally the taste was salted. Because cuisine when was hot cannot tasted.

It happened when I graduated from school; furthermore, I also was rejected from any universities.

In conclusion, I couldn’t forget my good experience when I was child.

After I accepted and passed SPAN PTKIN at STAIN selection path in the STAIN, a few days later I went to STAIN with my friend to register.

When my friend and I went to STAIN, we lost on the street because previous we didn’t come to STAIN.

So, I was determined to be admitted at SMKN 2 Kediri.

First, I learned how to drive and learn to change his gear.

I drove slowly when I accidentally turn the bend, and the motorcycle I drive out of control and hit a banana tree around the road.

Finally, from the fall incident from the bike.

I started now careful driving and I started to ride well.

They were more considerate than ever.

I had a diamond ring from my parents.

As a result, I was admitted at SMKN 2 Kediri.

We arrived at WBL at 9 a.m.

My family and I spent our holiday in WBL.

We waited in the hotel lobby.

In conclusion, accused the hotel of bring two towels was an unpleasant experience ever in my life.

When I was on my seventeenth birthday, I got the best present from my parents.

I got a diamond ring from my parents.

I started to be careful in riding motorcycle and I started to ride well now.

They were more considerate than before.

f. Misformation of preposition

Sentence | Error | Correction
--- | --- | ---
I tried to join examination in ITS, UM, and UNY. | I tried to join examination at ITS, UM, and UNY. |
My family and I spent our holiday in WBL. | My family and I spent our holiday at WBL. |
We arrived in WBL at 9 a.m. | We arrived at WBL at 9 a.m. |
We waited in the hotel lobby. | We waited for others in the hotel lobby. |
In conclusion, accused the hotel of bringing two towels was an unpleasant experience ever in my life. | In conclusion, accused by the hotel officer of bringing two towels was an unpleasant experience ever in my life. |
When I was on my seventeenth birthday, I got the best present from my parents. | When I was in my seventeenth birthday, I got the best present from my parents. |
Suddenly, my headmaster came into class and called us.

He got really angry with us.

In conclusion, our headmaster was angry and gave punishment to us.

In conclusion, our headmaster was angry and gave punishment for us.

He got really angry to us.

Suddenly, my headmaster came to the class and called us.

In conclusion, our headmaster was angry and gave punishment for us.

I was afraid because the committee said if I must cross the dark road and I have to climb the hill.

In the morning, we were formed into several groups and we have to through the forest as far as 8 km.

I started to be careful in riding motorcycle and I started to ride well now.

I feel very touched and very grateful to my parents.

In summary, it was a lesson for me to carefully when I swam in the swimming pool.

Finally the taste was salted. Because cuisine when was hot cannot tasted.

Finally the cuisine was salted, because I cannot taste when it was hot.

It happened when I graduated from school; furthermore, I also was rejected from any universities.

Arriving on the way to STAIN, we lost because we had never come to STAIN before.

There was also a game for the Bimtes participants, so we were not bored with all the activities.

There was also a game for the participants Bimtes was not bored with all the activities.

In conclusion, it was a lesson for me to swim carefully in the swimming pool.

In conclusion, at the moment that I feel speechless, I just cry happy.

In conclusion, at the moment that I was speechless, I just cry happy.

4. Misordering

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

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

B. Frequency of Errors

After identifying and classifying students’ errors into four categories i.e. omission, addition, misformation, and misordering, the next step is describing the frequency of errors based on the result of computation. The formula used is as follows:
Error percentage = \( \frac{\text{number of error}}{\text{total of error}} \times 100\% \)

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

<table>
<thead>
<tr>
<th>Kinds of Error</th>
<th>Number of Error</th>
<th>Frequency of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>48</td>
<td>22.64%</td>
</tr>
<tr>
<td>Addition</td>
<td>50</td>
<td>23.58%</td>
</tr>
<tr>
<td>Misformation</td>
<td>102</td>
<td>48.11%</td>
</tr>
<tr>
<td>Misordering</td>
<td>12</td>
<td>5.66%</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above it can be seen clearly that the misformation error has the highest number of errors. There are 102 numbers of errors or 48.11% of the total errors. On the other hand, the lowest error is misordering. There are only 12 errors or 5.66% of the total number of errors.

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

Secondly, it is about the similarity of the finding between the present study and the previous one. Deni and Kristanto examine student’s errors on the use of past tense in Narrative text. The result of their study reveals that there are four types of errors found: omission, addition, misformation, and misordering with the highest error made by students is misformation i.e. 432 errors. This present study also shows that there are four types of errors found: omission, addition, misformation, and misordering with the highest error made by students is misformation i.e. 102 errors or 48.11% of the total errors completed by the correction of all kinds of errors found. However, the study by Deni and Kristanto does not describe the percentage of the data findings and present the correction of all kinds of errors found. In other words, this study supports the data findings of the study by Deni and Kristanto, and it provides more complete data description.

CONCLUSION

With regard to the findings of this study, it can be concluded that the second semester students of C class of English education department made errors in writing simple sentences in narrative text. The errors found are 212 errors. They made errors covering all four kinds of errors. They are omission, addition, misformation, and misordering. The misformation errors have the highest number of errors. There are 102 numbers of errors or 48.11% of the total errors. On the other hand, the lowest error is misordering. There are only 12 errors or 5.66% of the total number of errors. Based on the conclusion of this research, three crucial suggestions are presented as follows.

• For English Teacher

   After reading this study, the English teachers should improve their ability in teaching writing especially simple sentences in the class to reduce students’ errors. In addition, they are suggested to be more careful to check the students’ writing and give written feedback on their writing. Therefore, the students can read and learn from their errors.

• For the Students

   This study can be used to help students in writing simple sentences especially in writing narrative text. They must take notes from the errors that have been corrected. As a result, they can reduce errors in writing simple sentences and be more careful to apply good grammatical structure in their narrative text.

  \[14\] Deni dan Kristanto, “AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT.”
For the next writers
Since the result of this study showed that misformation errors has the highest frequency, it is better for the next writers to conduct a study having more subjects to enrich more remarkable finding.

REFERENCES


Kusumawardhani, P. “ERROR ANALYSIS IN WRITING AN ENGLISH NARRATIVE COMPOSITION.” Jurnal LINGUA CULTURA


