

**AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING NARRATIVE
TEXT AT THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 04
KOTABUMI ACADEMIC YEAR 2021/2022**

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***Abstract :** This research is about error analysis of grammatical error in writing narrative text at the eight grade students of junior high school 04 Kotabumi academic year 2021/2022. The objectives of this research were to investigate about the types of students error found in writing narrative text and to investigate the most dominant error found of students' in writing narrative text at the eight grade students of junior high school 04 Kotabumi. The instrument of the research was test data. The research methodology was descriptive qualitative. The subjects of the study were the eight grade students of SMPN 04 Kotabumi. The data were collected from students narrative writing, and interview. The result of this research showed that there are four types of errors that occur; they are error of omission, error of addition, error of misformation and error of misordering. From the data analysis the researcher found that the most dominant error that is error of misformation with total 116 errors. Error of misformation relates to the use of the wrong form of the morpheme or structure. This was because of the students' lack of knowledge in grammatical writing skill. Error of omission relates to the absence of an item that must appear in a well-formed utterance. Error of addition relates to the presence of an item that must not appear in well-formed utterances. Error of misordering relates to the incorrect placement of a morpheme or group of morphemes in an utterance. Therefore, this present study suggests that the English teachers will often make correction and provide further explanation and also feedback on students' grammatical error during the learning process.*

Keywords: *Error Analysis, Grammatical Errors, Narrative Text*

Abstrak : Penelitian ini tentang analisis kesalahan tata bahasa dalam menulis teks naratif pada siswa kelas delapan SMPN 04 Kotabumi tahun ajaran 2021/2022. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan yang ditemukan siswa dalam menulis teks naratif pada siswa dan untuk mengetahui kesalahan yang paling dominan ditemukan siswa dalam menulis teks naratif pada siswa kelas VIII SMP 04 Kotabumi. Instrumen penelitian ini adalah tes menulis. Metodologi penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini adalah siswa kelas VIII SMPN 04 Kotabumi. Data dikumpulkan dari tulisan naratif siswa, dan wawancara. Hasil penelitian menunjukkan bahwa ada empat jenis kesalahan yang terjadi; yaitu kesalahan

penghilangan, kesalahan penambahan, kesalahan penulisan, dan kesalahan penyusunan. Dari analisis data peneliti menemukan kesalahan yang paling dominan yaitu kesalahan misformation dengan total 116 kesalahan. Kesalahan misformasi berkaitan dengan penggunaan bentuk morfem atau struktur yang salah. Hal ini disebabkan karena kurangnya pengetahuan grammar siswa. Error of omission berkaitan dengan tidak adanya item yang harus muncul dalam ucapan yang terbentuk dengan baik. Kesalahan penambahan berkaitan dengan adanya item yang tidak harus muncul dalam ucapan yang terbentuk dengan baik. Error of misordering berkaitan dengan penempatan morfem atau kelompok morfem yang salah dalam suatu ujaran. Oleh karena itu, penelitian ini menyarankan agar guru bahasa Inggris sering melakukan koreksi dan memberikan penjelasan lebih lanjut serta umpan balik atas kesalahan tata bahasa siswa selama proses pembelajaran.

Kata kunci: Analisis Kesalahan, Kesalahan Tata Bahasa, Teks Naratif

1. INTRODUCTION

Writing is defined as a complex process that requires cognitive analysis and linguistics synthesis (Tan as cited in Afifuddin, 2016, p. 131). In learning writing, the learners are expected to express their idea, feelings, thought, and opinion. Writing takes lots of period for it is not just to get and arrange ideas it is also on writing use grammatical rules correct. According to Ghaith as cited in Sahara (2017:vol.1.no.4), writing in English is not easy and some students will find it difficulties while they write. Students may have difficulties writing because they lack of vocabulary, word spelling, grammar rules, and writing practice. Therefore, grammatical structure is very important for good writing, especially when writing in English.

In learning a foreign language especially English, learners always struggle because they are still influenced by their mother tongue or first language (Saptayani, Padmadewi, et al 2015:vol.2.no.3). From the reason, the students are bound to make errors. One of the most common errors students make is writing. The most common causes of writing errors can be shared becomes two categories: intralingual and interlingual. Interlingual errors occur when students are still affected by their mother tongue or first language in process learning a second language or the language that students are learning. Intralingual errors, on the other hand, result from mother tongue interference when learners lack knowledge of their second language. The error describe that the learners has not yet master or shown a well structure competence within the target language.

This happens because learners do not know the actual grammar.

Learning grammar is difficult for students because grammar has many rules that must be applied. The common errors students make when writing is grammar rules. This statement is supported by Alfiyani (2013, p. 1) who says that students still have difficulties in learning grammatical structures while writing process. According to Emmaryana (2010, p.1), many students lack an understand of English grammar. They often make grammatical errors in learning especially in writing.

Grammar is either among the helpful language component students in the writing process. Although a knowledge of grammar will not on its own build writing skill, but there is good reason to think that understanding sentence structures helps to increase sensitivity to several of the important factors that distinguish good writing from bad. It is would be impossible to learn a language effectively without grammatical knowledge, because grammar helps learners to identify grammatical forms that improve and clarify the expression of meaning. In studying English students will encounter some difficulties, causing errors in using English. According to Thornbury (2005, p. 20) the grammar of speech is similar to that of writing text. Most students still get confused when they

want to write, because writing is the hardest a section of learning English, so writing English grammar error often occur. This can happen because students still deficiency information about writing. They often immediately write down what is on their thought without paying attention to grammar. Writing will not be generated without mastery of language component such as spelling, grammar, and vocabulary. But the problem is, some of the students make errors when trying to make a sentence into a good paragraph. One of the factors that causes learners to make many error is the difference between the grammar of their native language and the grammar of their target language.

Furthermore, Hyland (2003, p. 314) states that writing is not simply turn words into sentences, sentences into paragraphs, and paragraphs into text. It also requires knowledge of vocabulary and grammar, an understanding of applying the science of grammar to different contexts and purposes, and knowledge of the subject matter to be written. Text requires grammar, but without grammar, students cannot build the properties of a sentence. According to Nu'man (2003, p. 89) quotes by Marulafau & Al Hafizh (2013:vol.1.no.03) that writing is used to attest that students have mastered certain grammatical rules. Correct grammar, spelling, and also organization as a whole

in most evidence of proficiency. Therefore, writing is often learned at all levels of English lesson.

The English learners must know that English consists of English components and skills. English skills include listening, writing, reading and speaking, and English components are vocabulary, pronunciation and grammar. Both English skills and components must be understood by the learners. However, in this study the researcher is curious to research about English skill particularly write. Writing is a process of transforming personal experience to be text, enabling writer to acquire, clarify, develop, and also communicate their minds and feelings. Writing need and supports the development of thinking skills. Learning to write engages students in the literacy community as active participant in conversation an order that they will improve their higher-order thinking skills. Writing is our medium to express our ideas or minds. It is because the students often think that writing is not easy as it looks like. Hence, the students often create errors in their writing, and find several difficulties.

Narrative text is a type of text that must be master by students as a language learner. Narrative text is chosen as the object of the vocabulary which relate to human grammatical error and creativity. It means vocabulary used in narrative text can

train or practice English students to have a good sense of arranging the good order of statement. Learners still face difficulties in grammatical the text especially narrative text. Learner just write without knowing well how to write correctly and grammatical although they have learned about tenses and sentence type. Thus, the writer wants to conduct the research using narrative text as one objects in the research.

Based on interviewed with English teacher of SMPN 04 Kotabumi on April 16th 2021, she said that grammatical error in writing narrative text is considered to the most difficult skill because it is requires grammatical mastery. One among the difficulties the students found is in using grammar. The use of grammar in writing narrative is not easy to use, because the students must understand the grammatical correct, regular verb and other things. Many students of SMPN 04 Kotabumi have low ability in narrative text because they do not recognize yet the grammar in sentence types, so that they are not able to write well. Besides, another problem is when they writing narrative text sentence, most of them find difficulties to understand it and they get the difficulty of grammatical structure when they arrange the sentences. The type of error made by students in writing narrative text is the type of error in the verb. In the sentence the verb does not follow the rules. The dominant error that

most students make lies in the verb in distinguish the use of V1, V2, V3, which the students make the most error. Some students do not comprehend the use of the simple past tense within write narrative text because they pay less concerned about the uses of verbs including the simple past and lack of memorizing verbs. The students motivation in studying English especially within write ability is still low. Students lack vocabulary to practice writing, having lack of grammar and the students lack practice the good verb structure.

It is clear that the students need an understanding of grammar within write narrative text on simple past tense in order solve matter. English teacher must pay more notice to students sentence pattern mastery of teaching grammar, so that they can write a narrative text as good as possible.

This research focuses on error analysis on narrative text for students of Junior High School (SMPN) 04 Kotabumi because it is the material taught by the teacher at grade eight of Junior High School (SMPN) 04 Kotabumi. That grammar has important role within write particularly on the narrative text that writer will analyze the problem which is often found in writing narrative text. Students lack vocabulary that make them cannot write sentence in past tense. This means that if students do not master the written aspect. Consequently,

students may find difficulties in writing narrative text so that cause errors on some parts in writing.

Based on the explanation above, the researcher want to investigate this problem further by conducting a research entitled "An Analysis of Grammatical Error In Writing Narrative Text At The Eight Grade Students of Junior High School 04 Kotabumi Academic Year 2021/2022". Given the importance of grammatical errors in the writing process, this research helps teachers in overcoming existing educational problems. Thus being able to create good learning both inside and outside the school environment and also as input material, in order to further improve the quality of learning. So that it can produce better learning.

II. THEORY REVIEW

In the language of learners often make mistakes. The error or rather the deviation from the correct structure are divide into two categories, namely errors or called errors, and errors or called mistakes. Conceptually, they are different. Chondorow, et. al. (2010, p. 16) concludes frequent errors which are made by students' in learning grammar. Error and mistake are totally different. Students' must use caution in definitely both. An error is different from

mistake, it is important to distinguish them. According to Lengo in Yulianti (2007), a mistake is a performance error, which is either a random guess or a 'slip', i.e. a failure to utilize a known system' correctly. Errors of an noticeable deviation from the grammar of an adult native speaker that reflect a students language ability.

Error analysis is a sort of linguistic analysis that focus on the errors that students made. Learning English as foreign language could be a great challenge for students. Errors cannot be identified and analyzed trivially; therefore, it is important to understand more about error analysis. Error analysis are often referred to as an effort to reveal sorts of errors students make during this practice of using the target language. According to Divsar and Heydary (2017, p. 143), error analysis is a way to gather errors found in students language, decided whether the errors are systematic or not, and clarify what the reason behind errors found in students. It mean that error analysis is the approach someone takes to summarize all the errors that appear in students.

Error that students made were caused by students knowledge about the language. Based on Dulay and krashen theories (1982, p), there are four types of error analysis spares. Between are omission, addition, misordering, also misformation. Omission errors are characterised by the

absence of things that should see at throughout well-formed sentence. Addition is the adding of several not necessary or excessive parts of words. The use of the incorrect structure or morpheme form is a misformation errors. Incorrect placement of a morpheme or group of morphemes within utterance is known a misordering errors.

Being able to write down, the students should master grammar use. Grammar becomes necessary to be known by English language learners because this proves that student's ability in delivering idea in written form. In addition, the use of grammar correctly will help reader easy to understand what the writer writes on the text. Grammatical is a set of rules that determines how each word during a sentence is formed and connected. According to Thondrike in Trilestari (2012, p. 315) Grammar is the research about forms also uses word in a sentences during a particular language. It is also a group rules that describe how words are used in a language.

Nunan (2005, p) defines writing as an intellectual activity to find concepts and consider ways to express and also arrange to be a paragraph. It will be clear for the readers to understand. Writing includes several elements, such as vocabulary, grammar, content, coherence and unity. All of this items important within write. Writing is a complex activity. Writing is

abilities in English learning that is very difficult to learn, especially for students. Students who want to create sentences using a foreign language must first learn the grammar rules of that language. This is because students follow grammar rules to make easy to understand sentences (Furtina, Fata, & Fitriasia, 2016, p. 252).

Narrative text is a sort English text used to tell a tale with a chronological suite of interconnected incidents. According to Rebecca (2003), narrative text is a text that tells about group of in logical and chronological connected incidents which are experience or triggered by various factors. She also claims that having a sense of plot, theme, and character is crucial to comprehending a story. Mukarto & dkk (2004, p. 133) state that narrative text is a description a suite incidents, imaginary and both real, told or written to entertain the reader. There are many kinds of narrative. They will become fact, imagination or a combination of both. Some of which are included fantasy, fairy tale, mystery, journey tale, romances, horror story, fables, myths and legends, historical narratives, personal experience that happen within the past that contain the moral value from the story itself. Narrative text is one of sorts of text that has to be understood with students, such as the way to write text that supported by a generic structure, so it can be a good and proper writing. Narrative is a form of

text that tries to tell what is happen in order to create the reader imagine that they are in that situation. The generic structures of narrative text will be classified into five classifications; Orientation, Complication, Resolution and Reorientation.

Simple past tense is the tenses most frequently uses within writing narrative text. Thus, within write narrative text, students got to comprehend how to apply the simple past tense accurately also properly, till the result will fulfill the first of the target in learning narrative text. According to Maurer (2000, p. 20), stated that use the simple past to express a state, event, or action at a specific time on the past or a general time in the past. According to Betty (2003, p. 24), stated which the simple past indicates that an activity or situation began and ended at a particular time in the past (i.g., two day ago, last morning, yesterday, etc.). Students' can use specific time expressions like yesterday, last week, and at three oclock with the simple past.

III. RESEARCH METHODOLOGY

Qualitative research is concerned with methods of investigation and analysis non-statistical of social phenomena. A research method could also be understood as all those methods or techniques that are used in the research. The research method

used was descriptive qualitative method because the researcher would described and analyzed the students' errors. Qualitative methodology writing text. Cresswell (2008) states that qualitative research is a type of educational research in which the researcher elicits the opinions of the participants; collect data consisting mainly of words or texts from participants.

In this research, the researcher gave test, analysis the data, classifies errors with uses Surface Strategy Taxonomy, and describe of errors that is created by the students. The kind of research is descriptive qualitative research. The researcher uses error analysis as the framework for this research, some are to describe the type of grammatical error, the most dominant type of error appear within writing narrative text at the eight grade students of Junior High School 04 Kotabumi. In a qualitative research, researcher tends to prioritize accurate explanation to analyze and present what have been found. The object of the study is the error within writing narrative text at the eight grade students of Junior High School 04 Kotabumi academic year 2021/2022. The researcher would describe types of errors that students made in the used simple past tense within English narrative text. To get narrative text, researcher asks the students to build a narrative text based on the given pictures.

In this case, data resource in this research is taken from the eight year students of SMPN 04 Kotabumi, North Lampung. The writer choose this grade because they have studied the past tense also have been taught some types of writing, especially narrative text. Because this research is qualitative descriptive research, data and data source of this research was concerned with the kinds of data going to be collected and analyzed and from which the data sources were obtained. Generally, the data source of qualitative research could be categorized into event, place, person or informant and artifact. In this, the data source in this research were students writing test within write narrative text, and students' as informants. Therefore, related to the data source, data used by the researcher were any information found in writing or so-called writing test.

Research instrument is important that should be considered in carrying out a research. The instrument is the generic term that writer uses for a measurement device (test, interview, questionnaire, document, field note, etc). Research instrument is a tool to observe, gauge and document the data (Creswell, 2012, p. 151). The use of instrument in a research would determine the quality of the data of the research. Research instrument is important to get information or data about the object taken from subject of research. According to

Arikunto (2006) stated "instrument are tools to obtain data". Further, researcher used writing test to collect data in this study. Writing test are used to answer research questions. Therefore, it would be very helpful for researcher to find out the type of grammatical errors in writing narrative text. According Arikunto (2006, p. 160) It means that the researcher needed instruments to gather the data. Therefore, researcher use test data to gather the data in this research.

This research, the researcher use the writing test as a way to collect data. According to Rossman in Sugiyono (2010, p. 309), "the basic methods that qualitative researchers rely on to collect information are participation within direct observation, setting, writing test review, and also in-depth interview. To gather data about students' errors in use simple past tense within write, there are several steps takes by the writer in collect data.

IV. RESEARCH FINDING AND DISCUSSION

Research Finding

The students' writing about narrative text became the main instrument of this research, the main instrument of this research was test. In collecting the data, the writer chose one class which consists of 33 students to complete the data. The class was

the eighth grade students of Junior High School 04 Kotabumi 2021/2022. The data were analyzed based on Surface Strategy Taxonomy.

The number of total students were 33, but the subject of the research were 25 students, because when the test was taken, there were eight students who absent. The students making narrative text which had title Malin Kundang. The students' writing about narrative text were analysed. The incorrect forms instudent'writing regarded as error.

To answer research questions about the types of errors and dominant errors that are most dominant errorappear in making grammatical errors made by students VIII A. First, the researcher conducted Pre-Observation and toward English teacher VIII A about the students' problem in their writing test especially when they made narrative text. The result of Pre-Observation, the researcher found if students of VIII A felt confused to understand simple past tense because students do not memorize the verb V1, V2, V3. The English teacher of SMPN 04 Kotabumi explained that the learning of grammar especially tense was a bored activities, so students did not want to pay attention when the teacher explained the material. The teacher said if the activities of learning tenses just explained the function of the tenses and students madea example.

Students difficulty to master tenses especially using simple past in writing narrative text.

Second, the researcher opened the class, explained the material, and gave students test about Narrative text. Then, the researcher gave writing test about narrative text which has been prepared. After students writing test done, the reseacher analysed the students' test with using surface strategy taxonomy. Then, the reseacher found some errors that made by students in four parts of types errors.

The researcher wanted to analyze the errors made by students of SMPN 04 Kotabumi on the use of simple past tense in narrative text. There were four types of errors that made by students when creating their narrative text: error of omission, error of addition, error of misordering and error of misformation.

1. The types of Errors in writing narrative text

The students' writing was identified and classified based on types of errors. Then, the frequency of errors is presented in order to easy the readers understand the data.

Surface Strategy Taxonomy
Table 1. the Calculation of Four Types of Error

Types of Errors	Occurence
Error of Omission	45
Error of Addition	23
Error of Misformation	116
Error of Misordering	6
Total:	190

From the table above, can concluded that there are 45 errors of omission category, 23 error of addition category, 116 error of misformation category, and 6 error of misordering category made by the students in writing narrative text.

2. The dominant Errors in writing Narrative Text.

The chart below showed the dominant of errors in writing narrativet made by the students:

Table 2. the Percentage of Four Error Types Occurence

No	Surface Strategy Taxonomy	Frequency	Percent age (%)
1	Omission	45	23(%)
2	Addition	23	12(%)
3	Misformation	116	61(%)
4	Misordering	6	3(%)
Jumlah:		190	100(%)

The Percentage of Students' Errors in Writing Narrative Text in using Surface Strategy Taxonomy. After analyzed and identified the data based on surface strategy taxonomy; omission, addition, misformation and misordering. The total numbers of errors is 190 items. They are 116 items of misformation, 45 items of omission, 23 items of addition and 6 items of misordering, The percentage of these errors could be seen in the following diagrams.

As the result, this research found four kinds of error made by the students; 23% in error of omission, 12% in error of addition, 61% in error of misformation, and 3% in error of misordering. The common errors made.

Discussion

After the data of error were identified and than classified based on surface strategy taxonomy, namely: omission, addition, misformation, and misordering. After classifying the type of error, the frequency was determined. It can be concluded that there are error types of error based on surface strategy taxonomy namely: Omission (OM), Addition (AD), Misformation (MF), Misordering (MO). After the researcher collected data on the students' narrative text writing, the researcher analyzed all errors that focus on grammatical errors. Sentences are

considered as errors if there is a student failed in apply context rules. This study focuses on writing skills where students were gave a familiar stories. The result obtained from the research made on the eight grade students of the Junior High School 04 Kotabumi where errors in writing are based on a lack of understanding of grammar, and also the lack of knowledge about the vocabulary used.

The tense in narrative text used was on past tense because the material from the story or the problem is to retell past events. Based on the problem statement, the researcher focused on grammatical errors type and dominant errors. The dominant error found was misformation.

Error analysis was a way to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. After analyzing the data, this research found that there were four errors which were made by the students. The first was omission. The percentage error of omission was 23 %. The second was addition, the percentage error of addition was 12 %. The third was misformation, the percentage error of misformation was 61 %. The fourth was misordering, the percentage error of misordering was 3 %. It meant in this research, the writer found all types in surface strategy taxonomy's type.

This research showed that the total error done by the students at the eight of Junior High School 04 Kotabumi were 116 error. Based on the research, it was found that the highest error made by the students was misformation (61 %). Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The example which was found in the research; "**Malin Kundang finally decided to retum**". The underline word was misformation. The revision of the example was; "**Malin Kundang finally decided return**". In this case, the student made word structure error in the word "retum" and the student should use the word "return". The other example; "**Malin Kundang become a rich man**". The underline word was misformation. The revision of the example was; "**Malin Kundang became a rich man**". In this case, the student should use verb 2 in the word "become". This research conclude that the use of past forms is main aspect that cause this type of error. The students did not pay attention of these aspects when they made the writings. Especially in irregular verbs, they did not know how to change it in the past forms. This error occurred because the author was wrong in structure.

The second type of errors which was made by the students was omission error (23 %). Omission error were characterized by the absence of an item that

must appear in a well-formed. Although any morpheme or word in a sentence was a potential candidate for omission. The example which was found in the research; "**one day lives**". The revision of the example; "**One day there lived**". In this case, the students' understanding of use "there". The other example; "**He live in the seashore**". The underline word was omission. The revision of the example was; "**He lived in the seashore**". In this case, the student use verb 1, it should be verb 2 on the word "live". The students made this error because they omit a word or verb that should be present in correct constructions in Simple Past tense. They often omit the suffix -ed, where as they need to put it due to they have to write in past forms. They did it because they were still confused how to write a correct sentence in Simple Past Tense.

The third type of error which was made by the students was addition error (12 %). Addition errors were characterized by the presence of an item which must not appear in a well-formed utterance. The example which was found in the research; "**Malin it as go to Jakarta**". The underline word was addition. The revision of the example was; "**Malin went to Jakarta**". In this case, the student should not put "it as" at the sentence above. The other example; "**but he forget mother in villager's**". The underline word was addition. The revision

of the example was; "**but he forgot his mother at village**". In this case, the student made an error of adding "r's", that is not needed. The students made addition errors because they put the words that should not present in correct sentence. The writer interprets that the students made the error due to they did not pay attention of this aspect. They write because they did not realize that they should write Simple Past Tense.

The fourth type of error which was made by the students was misordering error (3 %). Misordering were characterized by the incorrect placement of a morpheme or group of morphemes. The example which was found in the research; "**She was woman beautiful**". The underline word was misordering. The revision of the example; "**She was beautiful woman**". In this case, the students' understanding about the placement of the word was incorrect. The student made error in the placement of the word "beautiful", the student should put the word "beautiful" before the word "woman".

According to Divsar and Heydary (2017, p. 143), error analysis was a way to gather errors found in students language, decide either the error are systematic or not, and clarify what the reason behind error analysis was an approach done by someone to sum up all error that appear in students. From the research result, students must have more knowledge in learning tenses,

especially simple past tenses. Because students still have difficulty in mastering the tense, especially in the past tense (change of word form from present tense to past tense). Therefore to master the tenses (grammar) need to be taught consistently because the result will be seen when students get assignments (in writing skills).

From the overall error analysis on the writing result of students of Junior High School 04 Kotabumi, it can be concluded that it was increasing but not significant, apart from that, vocabulary adequacy also play an important role in writing process development. This was because there are still many factors that influence the error that occurred found in the result. Such as lack of knowledge about word structure, and lack of knowledge about tenses.

V. CONCLUSION AND SUGGESTION

Conclusion

After finishing the research which entitled "An Analysis of Grammatical Error In writing narrative Text at The Eight Grade Students of Junior High School 04 Kotabumi Academic Year 2021/2022", the researcher can draw some conclusions as follow:

The types of students' error in writing narrative text by eight grade student in SMPN 04 Kotabumi based on surface

strategy taxonomy are omission, addition, misinformation, and misordering.

There are four types of error that occurs on the use of simple past tense in English narrative text written by the students of SMPN 04 Kotabumi Academic year 2021/2022. Based on the research finding in chapter four, it shows that the students made total of 190 errors. The most dominant error students made was error of misinformation with the percentage is 61 % or amount 116 errors. the other percentage of errors are 23 % or 45 for error of omission, 12 % or 23 for error of addition, and 3 % or 6 for error of misordering.

Based on the data that has been obtained, it can be concluded that students' understanding of English, especially in terms of grammar, was still lacking. students still have difficulty in applying the simple past tense in sentences, especially using the correct verb in the past tense.

Suggestion

After the researcher conducted and also analyzed the data, the researcher gave suggestion. For English teacher, the researcher hope for English teacher will often made correction and provide further explanation and also feedback on students' grammatical error during the learning process. For the students, this research can be used to help students in writing. Besides students are more careful to use their tenses in their narrative text and the students should learn and practice more serious in learning English especially in writing narrative text, in order to develop their knowledge. For the researcher, this research can provide benefit for other researcher who want to do similar research so that they can minimize their grammatical errors in writing process.

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