

**AN ERROR ANALYSIS OF WORD ORDER USED IN SHORT STORY  
MADE BY THE TWELFTH GRADE STUDENTS AT SMA GUNUNG  
SARI MAKASSAR  
(A Descriptive Study Research)**



**A THESIS**

*Submitted as the Fulfillment to Accomplish Sarjana Degree At Faculty of  
Teaching and Education Muhammadiyah University of Makassar*

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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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# MOTTO

**YOU ARE THE BEST FOR YOU'R LIFE**

## PERSEMBAHAN

*Kupersembahkan karya istimewa ini untuk malaikat hidupku Ayahandaku*

*Alm. Jumudin La Boto dan Ibundaku Hj. Halmina tercinta. Serta kakaku tercinta*

*Haseng, Sukri Uling, Hendi Hong, Trisno HS dan Miharja S.Pd Yang selalu*

*memberiku sokongan moral dan nasehat di kala terpuruk dan jenuh Serta*

*keponakanku atau malaikat-malaikat kecilku yang selalu memberi tawa Hasmina*

*R.U.I, Muh.Farhan Maramba, Abd. Rangeng Maherdika dan Mirza Alfa Salam si*

*mungil kecil yang membuatku selalu rindu ingin pulang kampung.*

## ABSTRACT

**DIAN FEBRI INDRIANI. 2018.** *An Error Analysis of Word Order Used in Short Story Made By The Twelfth Grade Students at SMA Gunung Sari (Descriptive Study Research).* Supervised by Eny Syatriana and Maharida. A Thesis of English Department, The Faculty of Teaching Training and Education, Muhammadiyah University of Makassar.

The objective of this study was find out the kinds and the most frequent errors or dominant errors made by the twelfth grade students at SMA Gunung Sari in writing short story. The error modification in this study was divided into four categories; they were omission, addition, miss-formation and miss-ordering. The respondents of this study were 20 students of the eleventh grade students at SMA Gunung Sari which were taken by random sampling.

The method used in this study was descriptive analysis method to describe students' errors and analyze the data by used formula :  $P = \frac{F}{N} \times 100\%$  Percentage of error made, F=Frequency of errors made, N=Total of students made errors. The data was taken from the test, it was written test.

The findings showed that there were 152 errors made by the students. The most frequent error made by the students in their writing short story was *Miss-formation* which consists of 80 errors or 53%. The second dominant was *Miss-ordering* that consists of 28 errors or 18%. Then, error in *Addition* that consists of 24 errors or 16%. And the last, *Omission* error consists of 20 errors or 13%

Key Words : Error Analysis, Short Story, Word Order, Category

## ABSTRACT

**DIAN FEBRI INDRIANI. 2018.** *An Error Analysis of Word Order Used in Short Story Made By The Twelfth Grade Students at SMA Gunung Sari (Descriptive Study Research)*. Skripsi. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Maharida.

Tujuan dari penelitian ini adalah untuk mengetahui jenis dan kesalahan yang paling sering atau kesalahan yang lebih dominan dilakukan oleh siswa kelas dua belas SMA Gunung Sari dalam menulis cerita pendek. Modifikasi kesalahan dalam penelitian ini dibagi menjadi empat kategori; miss-formation, miss-ordering, addition, dan omission. Jumlah sample dalam penelitian ini adalah 20 siswa kelas XII SMA Gunung Sari yang diambil secara random sampling.

Metode yang digunakan dalam penelitian ini adalah metode deskriptif analisis untuk mengetahui kesalahan siswa dan menganalisis kesalahan yang dibuat oleh siswa dengan menggunakan rumus:  $P = \frac{F}{N} \times 100\%$  Persentase kesalahan yang dibuat,  $F =$  Frekuensi kesalahan yang dibuat,  $N =$  Total siswa yang membuat kesalahan. Data yang di ambil berdasarkan hasil tes, yaitu tes tertulis.

Hasil penelitian menunjukkan bahwa ada 152 kesalahan yang dilakukan oleh siswa. Kesalahan yang paling sering dilakukan oleh siswa dalam menulis short story adalah Miss-formation yang terdiri dari 80 kesalahan atau 53%. Kesalahan kedua yang lebih dominan adalah miss-order yang terdiri dari 28 kesalahan atau 18%. Kemudian, kesalahan dalam addition yang terdiri dari 24 kesalahan atau 16%. Dan yang terakhir, kesalahan omission terdiri dari 20 kesalahan atau 13%

Kata Kunci: Analisis Kesalahan, Cerita Pendek, Penyusunan Kata, Kategori



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## CHAPTER I

### INTRODUCTION

#### A. Background

English is an international language. It is used all over world. English is the first foreign language taught in every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in school and as a major subject for the students from elementary school to university students. English is the language that is obligated to be learned by the students because English is one of the curriculums in the schools. And then, English is also essential to the field of education.

In process teaching and learning, English subject have four skill that are learnt by students. They are Listening, Speaking, Reading, and Writing. In this research, the researcher focus on writing text. In writing the students can express their feelings, idea, thoughts and their opinions. Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible. “ Writing is about more than making our thoughts and ideas visible and concrete ” (Ghaith, 2002). And also writing is a process of communicating the writer’s idea to the reader in a written form. It could be comprehended that the mastery of structure and material is the key to succeed for students in making writing is word order.

The word order of English is different from Indonesia language. In Indonesia, the primary word is placed in the front, followed by defining the word, while in English the defining words precede the primary word. For Example :Red Book = Buku Merah. The word 'book' is called the 'noun', and the word 'red' is the adjective'. In English the adjective comes before the noun. But in Indonesia the noun may come first and the adjective follows. In the process of learning, Indonesia students surely make errors. It is understandable since the rule of Indonesia and English is different.

In teaching grammar, word order becomes a factor that influences creating a good sentence. A sentence has to have the words in order to make and help us to understand the grammatical function of each constituent. So, when we create a sentence, especially in English, we have to use standard language of English, especially in word order. The words that are out of order will not be understood because sometime it is ambiguous and has no meaning. Whereas word order refers more generally to the order of any set of elements, either at the clause level, or within a phrase, such as the order of elements within a noun phrase.

One of the literatures is short story. According to MacMillan (1985), "Short story is a brief work of prose narrative." It means that short is a short prose narrative that usually can be read in short time. The narrative writing usually found in novel, short stories, fairy tales, fables etc. In this research only focus on short story and the short stories made by students. Short story is a work of fiction. It tells one event in a very concentrated way, describe something at

moment of crisis, introduces people who are told do not really exist, has plot and characters who are somehow connected with each other.

Error analysis in this research focus on sentence made by students especially used in word order. In writing a text many students make a error. It is a very important in make a sentence if the words in correct position. Therefore, an errors analysis has an important role to reveal what kinds of error the students do most, to know the causes of of the errors and how the students can learn from their mistakes in writing themselves. In this case, the writer wants to find out the word order error in writing short story made by students. The researcher is interested in analyzing the error in writing focused on simple past tense.

Based on the statement above, the researcher tried to conduct a research with the title **“An Error Analysis of Word Order Used in Short Story Made by The Twelfth Grade Students At SMA Gunung Sari Makassar”**

## **B. Problem Statement**

Based on the background above, the researcher formulates the research question are follows :

1. What kind of errors are frequently occurred in the use of word order in short story made by the twelfth grade students at SMA Gunung Sari?
2. What is the dominant error in the use of word order in short story made by twelfth grade students at SMA Gunung Sari?

### **C. Object of The Study**

The objective of this research are :

1. To find out the kind of errors were often occurred in the word order in short story made by the twelfth grade students at SMA Gunung Sari.
2. To find out the dominant errors in the used word order in short story made by the twelfth grade students at SMA Gunung Sari.

### **D. Significance of The Study**

The result of this study were hoped to gave benefit to the reseacher and students'. For the reseacher would be able to improve reseacher's knowladge in used word order for made a short story and how to analyzed the error of word order used in short story made by students. For the student's to improve their skill especially used word order in made short story.

### **E. Scope of The Study**

The researcher would conducted a research at the twelfth grade students at SMA Gunung Sari Makassar. The researcher focus in analyzed the error of short story in four categories kinds of error, namely : error in omission, error in addition, miss-formation and miss-ordering.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Related Finding

Syams (2016) in her thesis with the title *Erroranalysis of word order used in writing recount text made by students*. The data were taken by using tests of writing to find out the common errors of word order made by the student. By this writing test, the writer found errors as follows: the errors of using the correct verb (45.41 percent), the error of using the correct to be (30.28 percent) and the errors of using the correct noun phrase (24.31 percent). Based on the finding and discussing of the research, the researcher concluded that the most common error that made by the students is using verb.

Dewanti (2014) in her thesis with the title *An Analysis of Grammatical Errors in Writing Narrative Text Done By the Second Semester Students at The Diploma Program English Department in Airlangga University Surabaya*. The research result based on the error analysis conducted, the study found that errors regarding verb-verb groups are the most dominant errors (39.07 %), with the biggest number of errors are in omission of suffix *-s/ -es/ -ed/ -ing* (18.19 %). Then it is followed by the miscellaneous errors which cannot be analyzed using theory (32.11 %). The third rank is the errors regarding noun-noun groups (13.02 %). Then, it is followed by errors regarding preposition which amount (9.08 %). And the last, the errors regarding sentence structure occurred in percentage (6.72 %).

Majid (2004) in her thesis with the title *Error analysis of the English narrative text written by the eleventh grade students of SMA Perguruan Islam Makassar*. The research result shows the students errors in four kinds of errors such as (7,51 %) errors of omission; (4,69 %) errors in addition ; (85,45 %) errors in misformation ; (2,35 %) errors in misodrdering. The writer found 213 total of errors. The writer concluded that misformation is the highest proportions of each type kinds of error made by the students.

From the three researcher finding above, the researcher concluded that the similarity between this research and third previous reseearch above is to analyse the error of writing a text made by students. Then, the different between this research and third previous. This research focus on using word order in writing short story. But, the first previous research is using word order in writing recount text, the second previous research is writing narrative paragraph, and the last previous research is the grammatical errors in writing narrative text.

## **B. Some Pertinent Idea**

### **1. The Concept of Writing**

#### **a. The Definition of Writing**

Writing is one skill of language. Writing is important to express the idea without sound. However, the students can illustrate desire by writing. In writing people learn the way to communicate with the other people when the are not around. Writing is an act of communication. It is an act of making

marks on certain surface in a form of graphic presentation, to make meaning.

Writing is the fourth skill in English learning language.it is a process.

There are many different definition about writing that are given by experts of many resources :

- 1) According to Rise B. Axel rod and Charles R. Chopper said “ writing is a complex process and as such contains element of mystery and surprise,But we know and believe that .
- 2) Charles w. Bridges and Ronald f. Lunsford said, “Writing is the stage in which the writer produces a rough draft of the paper”.
- 3) Oshima and Hogue (1997: 2) state that writing takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a “Product”.
- 4) Brown (2001: 335) states that written products are often the result of thinking,drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally.
- 5) Childs & Curtis (1999: 24) stated that writing is more than picking up a pen and putting words on paper.

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



## **b. The Types of Writing**

Writing is commonly divided into four principal classes : narration, description, exposition, and argumentation. Writing can be divided into some types, they are expository (informative or persuasive, narrative and descriptive (Childs & Curtis, 1999: 29).

### **1. Narrative**

Narrative writing tells a story. Though it's most commonly used when in personal essays (along with the lines of "What I Did to Celebrate the Holidays"), this type of writing can also be used for fictional stories, plays, or even a plot summary of a story your child has read or intends to write.

Narrative is telling of some true or fictitious events or connected sequence of events. That's recounted by a narrator a narrative (although there are may be more than one of each). Narratives are distinguished from descriptions of qualities, state, or situation, and also from dramatic enactment of events. *Larry Lewis (2003) "The narrative must be heavy on the historical and light on the fictional ; otherwise, the purpose of the assignment would be compromised".*

This is likely the most frequently used of the four most common types of writing, and students will spend a significant amount of time learning how to write narratives. Narrative writing is frequently, but not always, in the

first person, and is organized sequentially, with a beginning, middle, and end.

Narrative writing is the way to present a story that consists of events that happen one after the other. The story you tell can be true or fictional. Any time you relate actions that take place over a period of time you are writing a narrative here are some of the requirements for writing a narrative .

- a) Use the writing process, just as you did for expository writing.
- b) The incident you tell should have a point to it
- c) Use a narrator to tell the story.
- d) Include lots of specific details. Give people and places names.

## **2. Descriptive**

Descriptive writing is used to create a vivid picture of an idea, place, or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe that upon which your child is focused. For example, if your child is asked to write about his favorite ride at an amusement park, his writing will not only tell the name of the ride and what it looks like but also describe the sensation of being on it and what that experience reminds him of. In upper grades, a student's descriptive writing should be more subtle and nuanced, using figurative and metaphorical language.

Descriptive writing is used in descriptions of fictional and non-fictional characters, poetry parts of book reports, and in various kinds of observational writing. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. For example, an old man in a worn-out bathrobe could be described as “*a scarecrow draped with a tattered teal-blue bathrobe that hung from his bony shoulders like a rag*”

### **3. Expository**

Expository writing is used to inform or give information. In reality there are two kinds of expository writing. The first kind is called *informative* and is used when you have only facts to communicate. The second kind of expository writing is *persuasive*, sometimes referred to as argumentative. Persuasive expository writing is used to persuade the reader to change his/her mind or to accept your point of view.

Expository writing is to-the-point and factual. This category of writing includes definitions, instructions, directions, and other basic comparisons and clarifications. Expository writing is devoid of descriptive detail and opinion.

Expository writing is a crucial skill. Students will need expository writing not only in school but also in many potential careers that aren't primarily writing-oriented. Students must be able to organize their thoughts,

follow a plan, and in higher grades, conduct research to support their theses. It requires thinking on multiple levels.

#### **4. Persuasive**

Persuasive writing is a more sophisticated type of writing your child will be introduced to around fourth grade. It can be thought of as a debate in writing. The idea is Persuasive writing contains an explanation of the other point of view and uses facts and/or statistics to disprove that view and support the writer's position. Some examples of persuasive writing include essays, debate position papers, editorial pieces such as letters to the editor and book or concert reviews. To express an opinion or to take a stance about something and then to support that opinion in a way that convinces the reader to see it the same way.

#### **c. Steps in Writing**

A good skill will not appear at once. Writing skill needs process which has four stages. Heaton (1988) mentions them as follows:

1. Pre-writing, the first stage in the writing process. There are two steps namely choosing and narrowing a topic and brainstorming.
2. Planning (outlining), organizes the ideas the learners generated by brainstorming into an outline. There are three steps on planning that is: making sub lists, writing the topic sentence and outlining.

3. Writing and revising draft. In this stage, a writer does three steps : writing the first rough draft, revising content and organization, and proofreading the second draft.
4. Writing the final copy to hand in. A writer has to rework the written drafts and publish them for the presentation or publication.

#### **d. The Purpose of Writing**

According to Penny Ur (1996: 163), the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important writing aspect. The general purpose of writing may be primary inform, to persuade, to express or to entertain. The specific purpose involves responding to a certain need of writing.

#### **e. Components in Writing**

Heaton (1988) point out five significant components in writing, they are content, organization, vocabulary, language usage, and mechanics.

##### **1. Content**

There are at least four things that can be measured in connection with content, the composition should contain one central one purpose only, should have unity, should have coherence, and continuity and should be adequately developed.

## 2. Organization

The purpose of organizing material in writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial order of pattern. They should present their ideas based in order of which happened from the beginning to the end.

## 3. Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of components of writing. Express ideas we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

## 4. Language Use

Language use in writing description and other form of writing involves correct language and point of grammar. And adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

## 5. Mechanic

Mechanic refers to the rules of the written language, such as capitalization, punctuation and spelling. Mechanics is required to clearly communicate your ideas in a paper.

### 1. Capitalization

It makes our writing more easier to read. There are specific rules for capitalizing words. The words that should be capitalized like: names or titles, pronoun, months, place, etc.

### 2. Punctuation

It helps readers to identify words and take as units of meaning and suggest about how the units are related to each other. The end marks are the period, question mark, exclamation point.

### 3. Spelling

It has an important rule in spelling appropriately, they are suffixes and inflections such as adding (gerund, present participle) : omen becomes omitting and plural formation such as adding "es" "s". It is important because many people do a mistake in spelling that makes the reader misunderstand.

## **2. The Concept of Error Analysis**

Learning the second language is different from learning first language. Therefore, the students often made errors while the teaching learning process. For the foreign language, the students can get a new rules of language, vocabulary, grammatical patterns and pronunciation which Different from their language. The Error is natural for the students in learning the second language, because English is the second language for them.

### **a. Error**

#### **1. Definition of Error**

There are many definition of error. According to s. p.Corder (1981) said “error is both an ancient activity and at the same time a comparatively new one”Jeremy harmer stated, “The errors are part of the learner Interlingua that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he / she aims toward full mastery.

It is important to differentiate between error and mistake. Otherwise, some people are still misunderstanding about the definition of them. To clarify between error and mistake, H Douglas Brown says, “a mistake refers to a performance error that is either a random guess or a “slip “in that it is failure to utilize a known system correctly.



According to Brown “ the fact that learners do make errors and that errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis .

An error analysis is also important to describe what kinds of error that the students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing. Because every student will not make the same errors when they study. This was relevant with Richards’ theory (1985:47), *false concept hypothesized* means basically errors were the result from faulty comprehension of distinction in the target language. As the teacher must be able to analyze the errors, because from that, the teacher able to correct the method while she is teaching.

## **2. Classification of Error**

### **a) Interlingual Error**

Interlingual errors are caused by the learners’ mother tongue. Error of this nature are frequent, regardless of the learners’ language background. Therefore interlingual errors are by interference from native language to the target. Interlingual errors can be identified as transfer error which result from a learner’s first language feature, for example grammatical, lexical or pragmatical.

#### b) Intralingual Error

Intralingual error are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Four main types of intralingual errors, namely : overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.

### 3. The Cause of Error

The errors made by students are caused by some factor either from the students itself or from the other person. Norrish (in Jumriana, 2014:27) classifies the causes of error into three types that is carelessness, first language interference, and translation. Those are discussed below.

#### a) 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 interests; perhaps the materials and/or style of presentation do not suit them.

#### b) First Language

Norrish (in Jumriana, 2014: 27) states that language learning is matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

#### c) Translation

Translation is one of the causes of errors. It happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

### **4. The Types of Error**

The error of students may be classified as the errors of competence and the errors of performance. The Errors competence are systematic and continuously. Otherwise, errors of performance are unsystematic, and the students“ can correct by them selves.

In classifying the students error in this research the writing uses the surface strategy taxonomy. The surface strategy taxonomy highlight the ways surface are altered. Learner may omit necessary items (omission), or add unnecessary ones (addition), they may items (selection ), or disorder them (disordering).

Errors is very usualy in writing paragraph or essay, so error analysis is needed by teacher to correct the students's essay. Based on Dulay (1982), error analysis spare became four types. They are omission, addition, miss-formation, and miss-ordering. Besides, this teori was taken based surface structure taxonomy.

### **a. Omission**

Omission is a part of errors that usually the writer omitted or change the words. Dulay (1982:154) state “Omission errors are characterized by absence of an item that must appear in a well- formed utterance.” It means that students omit one of the structural of language. Moreover, the students felt confused about the structural of sentences.

Errors of omission are also sometimes called “ false negative “.They refer to intances in which semone or something is erroneously excluded from consideration when they or it should have been include. In survey research, this error typically occurs when the eligiblity of a unit is determined.

#### **For example:**

a) The students omitted subject. The example :

**Incorrect** : *last month, go to Malino with family*

**Correct** : *last month, I went to Malino family*

b) The students omitted auxiliary. The example :

**Incorrect** : *I very happy*

**Correct** : *I was very happy*

c) The students omitted the article and the auxiliary. The example :

**Incorrect** : *Dancers 3 people*

**Correct** : *The dancers were 3 people*

### **b. Addition**

According to Dulay (1982: 156), “Addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well-formed utterances ”. it means that addition is part of errors that should not be required to be used in making a sentence.

#### **For example:**

a) **Incorrect** : *I'm go to school*

**Correct** : *I went to school*

b) **Incorrect** : *I was shocked*

**Correct** : *I shocked*

c) **Incorrect** : *When I was looking a gadget*

**Correct** : *When I looked a gadget*

In this section, students make a paragraph eith abbreviate the utterance in writing pragraph. Moreover, addition has some

categories. They are regularization, double marking, and simple addition.

### 1. Regularization

Regularization is a part of addition that make a exception in writing paragraph. According to Dulay (1982: 157), “Regularization a rule typically appliesto a classof linguistic item”. It means that regularization is a part of types error that explained about using linguistic item like verb.

### 2. Double Marking

According to sompong (2014: 116) “Defined as ‘failure to delate certain items which are required in some linguistic constructions but not inother ”. it means that the part of addition which change or make abbreviate the uttarance.

### 3. Simple Addition

Simple addition is part of addition that has a definition between regularization and double marking. According to Dulay (1982: 158), “Simple additionis a part of errors type that if an addition error is not a double marking nor a regularization, it is calle a simple addition.” It means that simple addition is a element did not appear utterances.

### **c. Miss-Formation**

According to Dulay (1982: 158), “Miss-formation errors are characterized by the use of the wrong form of the morphemes or

structure". It means that miss-formation a part of errors that teacher found in writing paragraph of the students that using wrong sturcture in arrangement sentence.

**For example :**

**a) Incorrect :** *I'm go to Malino with my friends*

**Correct :** *I went to Malino with my friends*

**b) Incorrect :** *I have one best friend*

**Correct :** *I had one best friend*

**c) Incorrect :** *I'm follow him*

**Correct :** *I followed him*

While in omission errors them is not supplied at all, in miss-formation errors the student supplies something, although it is incorrect. There are three types of miss-formation namely :

#### 1) Regularization Errors

It is that all under the misinformation category are those in which a regular marker is used in place of an irregular one. For example: runner for run or goose for geese

## 2) Archi Forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the students an archi-form.

For example : a learner may select one member of the class of personal pronoun to function for several others in the class, me hungry, give me that!

## 3) Alternating Forms

As the student's vocabulary and grammar grow, the use of archi forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: those dogs

### **d. Miss-Ordering**

According to Dulay (1982: 162) This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives. Miss-ordering is a wrong placement of morpheme or a group of morphemes in an utterance.



**For example :**

- a) **Incorrect** : *At home Grandmother*
- Correct** : *At Grandmother's home*
- b) **Incorrect** : *I rest at home \*tante \*on  
Malino*
- Correct** : *I stopped at aunt's home in  
Malino*
- c) **Incorrect** : *went I beach with family*
- Correct** : *I went to the beach with  
family*

There are three types of miss-ordering namely :

1) Error Based on Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain others types of constructions.

Development error These errors are similar to errors made by students learning the target languages as their first language.

For example: santi go to school.

## 2) Interlingua Errors

Interlingua errors are similar in structure to a semantically equivalent phrase or sentence in students' native.

For example: he has a book green.

## 3) Ambiguous Errors

These errors reflect the students' native using their native language is called ambiguous error. For example: santi no go to school

## 4) Other Errors

Other errors are the errors made by the students' native using their native language structure on their second language developmental form, such as "she do hungry", where "do" as verb for presents tense must add "s/es" for subject "she"

## 5) Error Based on Communicative Effect Taxonomy

a. Global Error

Global error hinders communication, it prevents the learners from comprehending some aspects of message. For example: they amused that film very much.

b. Local Error

Local error itself doesn't interfere with understanding at an utterance, usually because there is only a minor violation of one segment of a sentence. "I hungry" will be local error since the meaning of apparent.

**b. Error Analysis**

According to Sanal (2007:597), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on an analysis of the students' error. Whereas, asserts that error analysis is the activity to observe, to analyze and to classify the students error for the system operating.

Analysis is the process of identifying subject, predicates, direct and indirect object and the various types of clauses and phrases. The students is taught to analyze by beginning with very simple sentences. A common

mistake in American pedagogy is to teach too much too soon especially where grammar is concerned. Grammar needs to be taught in baby steps so that the students can absorb one concept before being introduced to the next one.

Al-Buainain (2001) in his study “*Students Writing Error in EFL*” he found that from the analysis, the students’ performance errors are systematic and classifiable. This in turn, implies that both teacher and learning must see errors as the key to understanding and solving accuracy problems in English writing courses. It is the teacher’s responsibility to adopt, modify or even develop remedial procedures that can elevate the students’ level and minimize their errors. Teachers should try to find the best method to deliver the lesson to their students.

Error analysis is described as “a set procedure for identifying, describing and explaining learners’ error (Ellis & Barkhuizen in Taher, 2011 : 7) it is crucial to point out that error analysis is not only about identifying and detecting errors but actually trying to explain why they are made. When investigating second language learners’ material there are several methods that one can use to collect data for the research. Error analysis can be used to determine what a learner still needs to be taught.

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics (particularly numerical analysis), applied linguistics and statistics. In second language

acquisition, error analysis studies that the types and causes of language error. Error are classified according to :

1. Modality (level of proficiency in speaking, writing, reading, and listening).
2. Linguistics levels (pronunciation, grammar, vocabulary, style).
3. Form (omission, insertion, substitution).
4. Type (systematic errors/erroos in competence vs. Occasional errors/errors in performance).
5. Cause (interference, interlanguage) and Norm vs sytem.

Error analysis in SLA was established in the 1960 by stephen Pit Corder and colleagues. Error analysis was an alternative to constructive analysis, an approach influenced by behaviorism through which applied linguistic sought to use the formal distinctions between the learners' first and second languages to predict errors. Errors analysis showed that contrastive analysis was unable to predict a great majority of error, althoughit's more valuable aspects have been incorporated into the study of language transfer. A key of finding of error analysis has been that many learners' errors are produced by learners making faulty inference about the rules of the new language.

According to Brown in Hasyim (2002: 43) error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner.

Error analysis is associated with a rich and complex psycholinguistic view of the learner, but the sophisticated use is in its infancy. 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 researcher would look into the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Error analysis is very usual in writing paragraph or essay.

Therefore since the purpose of error analysis is to help learners learn a second language. There is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

### **1. The Steps of Error Analysis**

Ellis & Barkhuizen in Taher (2011 : 8) stated that when conducting an Error Analysis there are some steps that are included in the process.

- a) *Collection of a Sample of Learner Language*, when collecting data one has to consider what the purpose of the study is and then try to collect relevant data for the study's aim and research questions that need to be answered.

- b) *Identification of Errors*, before analysing a text it is important to define what an error is beforehand. For example when identifying grammatical errors in English learners' texts one has to compare them to what is grammatically correct in English grammar books which we will do in the study.
- c) *Description of Errors*, Corder writes that in order to describe an error one has to specify how the English learner's error differs from the native speaker. Therefore a categorization of the grammatical errors needs to be developed, as these five following principles below show.

## **2. Function of Error Analysis**

According to Corder (1981 : 45), error analysis has two functions. The first is a theoretical one and the second a practical one.

- a. The theoretical aspect of error analysis is part of the methodology of investigating the language learning processes. In order to find out the nature of these psychological processes, we have to have a means of describing the learner's knowledge of the target language at any particular moment in his learning career in order to relate this knowledge to the teaching he has been receiving.
- b. The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

### **3. Short Story**

#### **a. The Definition of Short Story**

The use of literature had been known since the nineteenth century. It was mostly used as material when English language was taught by using Grammar translation Method (GTM). So, the goal of foreign language in the time is to learn a language in order to write its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Based on the statment above, it can be concluded that literature had been used long time ago in foreign language teaching. neven it was a popular material to learn language in the time. Moreover, the use of literature can give many advanteges, especially for students' mentan discipline and intellectual development.

One of the literatures is short story. According to MacMillan (1985), "Short story is a brief work of prose narrative." It means that short is a short prose narrative that ussually can be read in short time.

Meanwhile, Lazar said that " short story is a work of fiction. It tells one event in a very concentrated way, describ be something at moment of crisis, introduces people who are told do not realy exist, has plot and characters who are somehow connected with each other" From the definition above , it is clear that short story is a simple literary text which can be considered to be used as material in learning language because of its distinctive features.



## **b. The Genre of Short Story**

When we talk about fiction, what is in our heads is novel and short story. Genre and length (or the length of the writing) and fanfiction are actually not different from what is in original writing a story. Although some terms like drabble, ficlet and vignette tend to be more popular in the writing a story.

### 1) Drabble

Drabble is a very very short writing with a maximum word count of 100 words. Drabble's written purpose is actually to test the writer's ability to express meaningful ideas in a limited space.

### 2) Ficlet

In Urban Dictionary, ficlet is defined as one-on-one short writing less than 1024 words. Ficlet is said to have a length of under 1000 words.

### 3) Oneshot

Story for one chapter. Also called short stories.

### 4) Vignette

In the theatrical world, sketch stories and poetry, vignette can be defined as a short story descriptive scene whose focus is on one moment that gives a certain impression on a character, idea, background or object.

## 5) Flash Fiction

Like short stories in fiction, this flash fiction is arguably the style of a fiction that is written very short. Some certain circles explained that this flash fiction was written in only 300 words, while others said flash fiction could be written up to 1000 words.

From the writing center at Richmond University, explaining that flash fiction ( also called micro fiction, sudden fiction, or short short stories ) refers to fiction stories that are about 700 words long or less. Standard qualifications for flash fiction vary in writing, with several settings stating that the maximum number of words is at least 150 and other can increase to 1000, but the right number of words is not a problem

### **c. The Examples of Short Story**

#### **Example 1**

##### ***Moment in The School***

*When I was at school, I was very happy to be able to study in a cool classroom, on this beautiful morning, my heart was as cheerful as morning longing for the sun, oh I was glad I could study with friends who sometimes rushed and enjoyed the heart, when learning math oh makes my heart explode with its formulas, as well as chemistry, physics and English.*

*During the break, oh I can just miss the lesson that discourages the formulas, I get out of class to calm my empty stomach, when I get to the canteen, I forget to take pocket money, then I'm annoyed like a fire that grabs water, never mind It was indeed my mistake, however I had to accept this risk, my good friend came and he treated me to eat, then this heart fluttered like water grabbing the fire, gladly, I thanked my best friend.*

**Note : 150 word**

## **Example 2**

### ***Last Day of School***

*By far the most emotional day of school I've ever experienced was the last day of year 6. I came to school thinking it would just be another normal last day of school. it turned out to be the complete opposite.*

*The thought of not seeing friends and teachers again was very saddening. This caused an endless amount of tears to come out of everybody's eyes, including the year six teachers! We were all an emotional wreck. This went on from about an hour after recess til the start of lunch and even during lunch there were still innumerable people crying.*

*After lunch was assembly. All the year 6's were meant to do a flash mob for the last part of the assembly, but I didn't know how we were possibly going to do it in the state we were all in. All of a sudden the music started and everybody's face just lit up and we sprung into action. It was perfect. The entire assembly loved it.*

**Note : 165 word**

## **4. Basic Concept of Word Order**

### **a. Definition of Word Order**

Word order is the arrangement of words in a phrase, clause or sentence. When we create a sentence, it is important to put the word in correct order. In many language, including English, word order plays in important part in determining meaning expressed by user. So, understanding of rules in English syntax become important thing to make a meaningful sentence.

The form of language consists of word order, word formulation word choice, etc. *Birner (1998) states that a sentence has to have the word in word order to make a sense and help us to understand the grammatical function of each constituent.* So, when the students will create a sentence, especially in English, they should use the standard language of English, especially in word order. The word that out of order won't be understood by reader because sometimes it is ambiguous and have not meaning .

## **5. Word order in Declarative Sentence**

In English, sentence is constructed by some elements that consist of subject, verb, object, adverb and complement. But in this research, the researcher delimitates the discussion in the arrangement of verb and to be because the lesson of English sentences in second grade on it.

To create good sentences, H. Martin and P.C. Wren MA (1995:256) in their book explain about the basic conventions of sentence that consist of :

a) The subject usually comes before the verb

Example : The people rang the bell for joy

b) The object usually comes after the verb

Example : The king wears a crown.

c) When there is an indirect object and also direct object, the indirect precedes the direct.

Example : she gave me a book.

### **1. Simple Past Tense**

Simple past tense is a sentence of tenses that is used to express that happened in the past and has ended in the past. In contrast to past continuous tense, which states the events that happened in the past, but still happens in the present

Simple Past Tense Formula

To form simple past tense sentences, the formula is as follows :

**S + V + O**

A sentence's standard word order is **Subject + Verb + Object (SVO)**. In simple past tense using a Verb 2.

The simple past tense is classified into two types. They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb be. The formula of each type consists of three parts : affirmative , negative and interrogative.

#### **a. The Simple Past in Regular Verb**

The first type of the simple past in regular verb form used.

For examples :

- 1) She helped her mother in the kitchen this morning.
- 2) The children played games last night.
- 3) We listened to the music after dinner

According to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an -ed ending in the past tense. Moreover there are some spelling rules of regular verbs. Those are as following :

- a) If the simple form of a verb ends in -y after a consonant, change the -y to i and add -ed. Example : try/tried, carry/carried, dry/dried

b) If the simple form of a one syllable verb ends in consonant + a vowel + a consonant, double the final consonant, double the final consonant and add –ed.

Examples : plan/planned, stop/stopped

Examples : permit/permitted, prefer/preferred, occur/occurred.

c) If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed.

Examples : permit/permitted, prefer/preferred, occur/occurred.

d) If the simple form of a verb ends in -e, add only -d.

Examples : tie/tied, change/change, live /lived.

e) Add-ed to simple form of all other regular verbs.

Examples : want/wanted, ask/asked, belong/belonged.

For examples :

- 1) Her roommate did not order a pizza last night
- 2) We did live in an apartment last year.
- 3) My family did not own a computer until recently.



Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use did not is before the simple form of the main verb. The contraction for did not is didn't. In addition, the other form of simple past tense is interrogative.

- 1) Did you move to a new house last year ?
- 2) Did your mother cook last night ?
- 3) Didn't you study English last night ?

The example above show that the main verb in the question is also returned to the simple form. These is one final-ed ending in the question form.

#### **b. The Simple Past in Irregular Verb**

Many verbs have irregular past forms. These do not take an-ed ending in the past form. Then, the verbs that have irregular past tense form following the same pattern in affirmative, negative, and interrogative as regular verb. Here is the pattern of past tense of verb be as following :

For example :

- 1) Reza was at home last night
- 2) Ratna was a stewardess one year ago
- 3) Some students were absent last Sunday

All those actions are in the past, and they are all finished; they do not carry over into the present. Two of them are singular noun (ratna and reza) one of them is plural noun (some students) used.

For example :

- 1) I was not in my room last night
- 2) We were not hungry for dinner yesterday

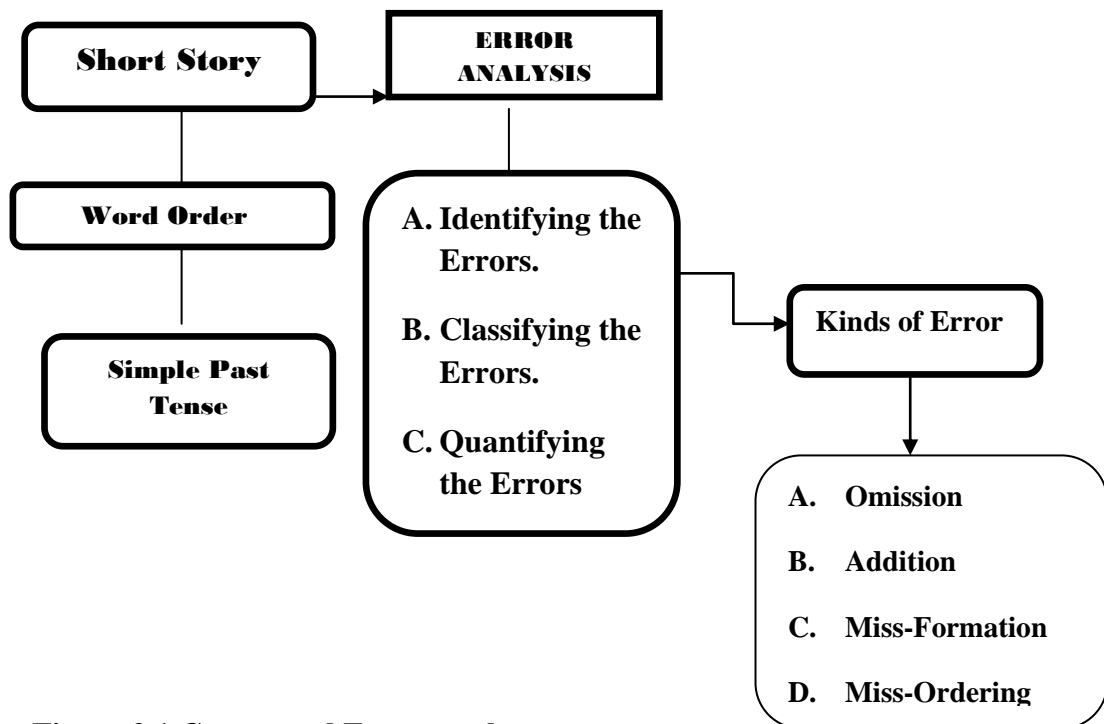
The last form of simple past in irregular verb is interrogative form,

For example :

- 1) Was Adi at home last night ?
- 2) Were they in the farewell party last night ?
- 3) Wasn't the dog fed this afternoon ?
- 4) Weren't those sofas expensive ?

### C. Conceptual Framaworks

The conceptual framework underlying this research showed in the following figure :



**Figure 2.1 Conceptual Frameworks**

The conceptual framework above described the research procedure that consisted of writing short story. In writing short story, the students made a sentences by used word order a spesially used a simple past tense. In this research, the resercher would analyzed the error of word order made by students would like to identify the error, classify the error and quantify the error. After the researcher identify, classify and quantify the error. The researcher would analyzed the kinds of error such as : Omission, Addition, Miss-Formation, and Miss-Ordering.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher used a descriptive quantitative method which used the procedures of error analysis. The described technique was an analyzed which was aim to describe and analyzed the errors that made by the twelfth grade students at SMA Gunung Sari. This research there were on research design, research variable and indicator, population, sample, research instrument, data collection, and data analysis.

#### **B. Research Variable and Indicator**

##### **1. Variable**

The variables of this research was the kinds of error analys used word order in writing short story.

##### **2. Indicator**

The indicator of this research was the researcher analyzed the error of short story made by students.

## **C. Population and Sample**

### **1. Population**

The population of this research was the twelfth grade of SMA Gunung Sari Makassar in Academic year 2018/2019 that consist of one class and has about 30 students. So, the total of the population in this research was 30 students.

### **2. Sample**

The sampling technique of this research was simple random sampling. Go take the sample, the researcher did to random of population by doing lottery. The researcher made role of paper. In role of paper there were number 1 until 20. If the students got number 1-20 they would become sample. So the total of the sample was 20 students at twelfth grade of SMA Gunung Sari Makassar.

## **D. Research Instrument**

The instrument used in this research was essay test. The test was writing text a especially short story. The researcher gave for the students 60 minutes to make a short story. The purpose of this instrument for the students was to knew the students' ability in writing short story. The researcher analyzed the kinds of error especially in four categories kinds of error, namely : error in omission, addition, miss-ordering, and miss-formation. The researcher calculated the errors used simple statistic formula. And the data explain in description analysis.

## **E. Data Collection**

The researcher needed some procedure to collect the data as a process. The procedure was elaborated below:

1. The first, the researcher already prepared an instrument or a text for the students. The instrument/test consisted of instructions to analyze an error in a short story.
2. The researcher asked permission for the English teacher to be observed in the class and together introducing about the research.
3. The researcher explained the material about an error analysis of word order in a short story.
4. After that, the researcher gave the test/instrument for the students and the researcher gave 60 minutes to the students' writing a short story.
5. The researcher collected the students' worksheets.
6. And the last, the researcher analyzed the students' worksheets and then the researcher interpreted all of the data described.

## **F. Data Analysis**

In the research, the researcher would focus on error analysis in the use of word order in a short story made by students. Therefore, in analyzing the data the researcher used an error analysis method that consisted of some procedure including the following steps :

1. The researcher gave a test to students which was to make a short story.
2. The researcher analyzed the students work sheet of a short story made by students.
3. The researcher identified all of the error in short story made by students
4. The researcher classified the error of students by some variable such as omission, addition, miss-formation, and miss-ordering. There four classified which would be used as follow :

Table 3.1 : Score and classification which would be used as follows

| <b>KINDS OF ERROR</b> | <b>CRITERIA</b>  |
|-----------------------|--|
| Error of Omission     | Absence of an item that must appear in a well-formed utterance         |
| Error of Addition     | Presence of an item, which must not appear in a well-formed utterance. |
| Miss- formation       | Wrong from of morpheme or structure                                    |
| Miss- ordering        | Incorrect placement  |

(Soetikno,  
1996)

5. The researcher calculated the percentage of each error by used the formula as follows :

$$P = \frac{F}{N} \times 100\%$$

By which :

P = Percentage

F = Frequency of error occurred

N = Number of cases ( total frequent/ Total individual )

( Bluman, 2004 : 68 )



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presents and discussed the results of the research. It was divided into two main section. The first section presents the findings of the research. And the second section presents the discussion of the research.

#### **A. Findings**

##### **a. Analysing the Kind of Error in Short Story**

The purpose of this research was to find out the students' error, the errors were seen on the students's response in writing the test. Based on the students workseet, the results that had been analyzed by researcher the totally of was 152 errors. The first kinds of error was miss-formation, miss-formation errors were characterized by the used of the wrong form of the morphemes or structures. The students made 80 errors or 53% of miss-formation. Next, miss-ordering was a wrong placment. The students made 28 error or 18% of miss-ordering. And Then, addition was presence of an item which must not appear in a well-formed utterance. The students made 24 error or 16% of addition. And the last, omission was absence of an item that must appear in a well-formed utterance. The students made 20 error or 13% of omission.

To know the students' error in writing short story the reseacher classified the kinds of error in four categories. The table below showed the number of error in writing short story made by students.

Table 4.1 Number of Error in Short Story

| <b>No.</b> | <b>Kinds of Error</b> | <b>Number of Error</b> |
|------------|-----------------------|------------------------|
| <b>1</b>   | <b>Miss-Formation</b> | <b>80</b>              |
| <b>2</b>   | <b>Miss-Ordering</b>  | <b>28</b>              |
| <b>3</b>   | <b>Addition</b>       | <b>24</b>              |
| <b>4</b>   | <b>Omission</b>       | <b>220</b>             |
|            | <b>Total</b>          | <b>152</b>             |

Based on Table 4.1 it showed that there were four types of errors made by students, namely miss-formation, miss-ordering, addition and omission. Each type had number of error : 80 error of miss-formation, 28 error of miss-ordering, 24 error of addition and 20 error of omission.

With the other words, it showed that were four kinds of errors made by students. It showed that were the different numbers of errors each kinds. The number of error miss-formation in short story was the highest than error of miss-ordering, the number of error miss-ordering in writing short story was the highest than error of addition, then the number of error addition in writing short story was the highest than error of omission, while the number of error omission in writing short story was the lowest than all number of errors.

### b. Analysing the Most Dominant Error

Table 4.2 showed the items analyzed of the most dominant error in writing short story made by students.

| No    | Kind of Error  | Number of Error | Percentage (%) |
|-------|----------------|-----------------|----------------|
| 1     | Miss-formation | 80              | 53%            |
| 2     | Miss-ordering  | 28              | 18%            |
| 3     | Addition       | 84              | 16%            |
| 4     | Omission       | 20              | 13%            |
| Total |                | 152             | 100%           |

Based on Table 4.2 above it showed that the total of the type of errors was 152 errors. And the table described that the errors in *miss-formation* was the most frequent errors in writing short story which the students committed 80 errors or 53%, and it followed by *miss-ordering* that consists of 28 errors or 18%. Then, error in *addition* consists of 24 errors or 16%, and the last was *omission* consists of 20 errors or 13%.

Here, the researcher interpreted the errors based on its classification :

Percentage of students' error based the frequency of the modification of error.

$$(P = \frac{F}{N} \times 100\%)$$

$$\text{Miss-Formation} \quad : \quad \frac{80}{152} \times 100 = 53 \%$$

$$\text{Miss-Ordering} \quad : \quad \frac{28}{152} \times 100 = 18 \%$$

$$\text{Addition} \quad : \frac{24}{152} \times 100 = 16 \%$$

$$\text{Omission} \quad : \frac{20}{152} \times 100 = 13 \%$$

Based on the result of percentage above error omission was the lowest that all error. Percentage of error addition was lower than error miss-ordering. Percentage error of miss-formation was the highest than the all error. So, the researcher taken concluded that the most dominant error was error miss-formation.

## **B. Discussion**

In this part, the discussion covering the interpretation of finding derived from the analyzed result about kind of error, number of error, and the most dominant error.

### **1. The Kinds of Error**

Based on Table 4.2 it showed that were four types of error made by students, namely : miss-formation, miss-ordering, addition, and omission. This result related with Dulay (1982:154) theory that errors could be classified into four kinds namely : errors omission, addition, miss-formation, and miss-ordering. The number of error each type were 80 or 53% error of miss-formation, and 28 or 18% miss-ordering, 24 or 16% error of addition and 20 or 13% error of omission.

## **a. Analysis the kinds of Error used each students**

### **1). Miss-Formation**

The students made the error of miss-formation. It was supported by Dulay (1982: 158). He say that “Miss-formation errors are characterized by the use of the wrong form of the morphemes or structure”. Error in miss-formation made by the students was 80 errors or 53% the total of error. In writing short story, the students must use a past participle verb (V2). For example :

- a) **Incorrect** : *I'm go to sleep*  
**Correct** : *I went to slept*
- b) **Incorrect** : *During one weekly*  
**Correct** : *During one week*
- c) **Incorrect** : *I rush and enjoy*  
**Correct** : *I rushed and enjoyed*

### **2). Miss-Ordering**

In miss-ordering, the students made the error of miss-ordering. It was supported by Dulay (1982: 162). He say that “This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives”. The students made the incorrect placement and did not writing English in short story. Error in miss-ordering made by the students was 28 errors or 18% the total of

error. Some of the students failed and did not determine to made a good sentence. For example :

- a) **Incorrect** : *At home Grandmother*  
**Correct** : *At Grandmother's home*
- b) **Incorrect** : *I rest at home \*tante \*on Malino*  
**Correct** : *I stopped at aunt's home in Malino*
- c) **Incorrect** : *I and my father swam with my sisister*  
**Correct** : *I swam with my father and sister*

### 3). Addition

It was supported by Dulay (1982: 156). He say that “Addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well-formed utterances”. In the students writing showed error in addition made by students was 24 errors or 16% the total of error. For example :

- a) **Incorrect** : *I'm go to school*  
**Correct** : *I went to school*
- b) **Incorrect** : *I was shocked*  
**Correct** : *I shocked*
- c) **Incorrect** : *When I was looking a gadget*  
**Correct** : *When I looked a gadget*

### 4). Omission

It was supported by Dulay (1982:154). He say that “Omission errors are characterized by absence of an item that must appear in a well- formed

utterance”. The students error in Omission 20 errors or 13% the total of error. Because the students omitted subject in sentence and omitted the past participle (V2).

a). The students omitted subject. The example :

**Incorrect** : *last month, go to Malino with family*

**Correct** : *last month, I went to Malino family*

b). The students omitted auxiliary. The example :

**Incorrect** : *I very happy*

**Correct** : *I was very happy*

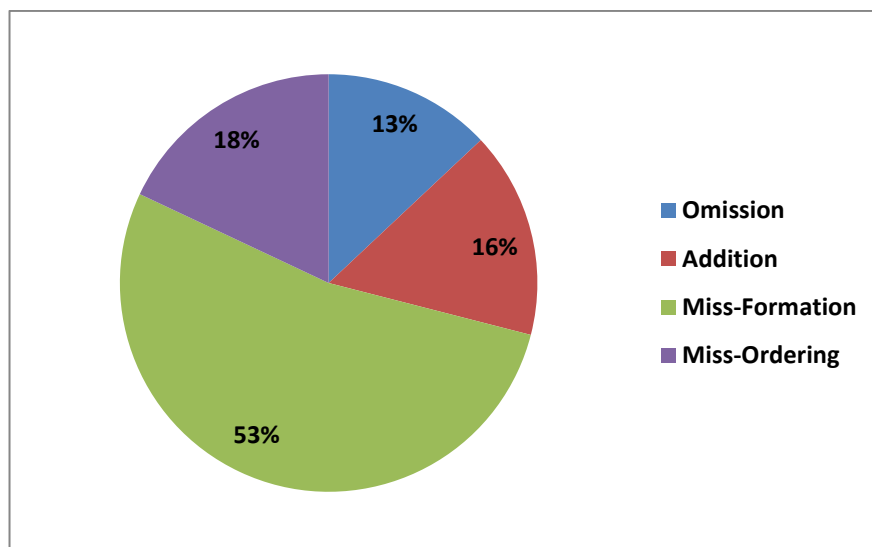
c). The students omitted the article and the auxiliary. The example:

**Incorrect** : *Dancer 3 people*

**Correct** : *The dancer were 3 people*

## 2. The Most Dominant Errors

Figure 4.1 The Most Dominant Errors



Based on the figure 4.1 it showed that were the number of errors were 80 or 53% error of miss-formation, 28 or 18% error of miss-ordering, 24 or 16% error of addition, and 20 or 13% error of omission. It meant that the most dominant error was miss-formation. There were 80 error or 53% numbers of miss-formation caused by false concepts hypothesized. This was relevant with Richards' theory (1985:47), *false concept hypothesized* means basically errors were the result from faulty comprehension of distinction in the target language.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter consist of two sections, the first section was conclusion of the research and the second section was suggestion of the researcher.

#### **A. Conclusion**

After conducted the research, the researcher did analyzed and presented the results, the conclusion of this research were :

1. There were four kinds of error made by students, namely : miss-formation, miss-ordering, addition, and omission. Each type had error percentage : 80 error or 53% of miss-formation, 28 error or 18% of miss-ordering, 24 error or 16% of addition and the last 20 error or 13% of omission.
2. The most dominat error was miss-formation with the total 80 error or 53% errors made by students'. The total incorrect error was 152. It consisted of four types of errors, namely 80 error or 53% of miss-formation, 28 error or 18% of miss-ordering, 24 error or 16% of addition and the last 20 error or 13% of omission.

#### **B. Suggestion**

In this chapter, the researcher would like to propose some suggestions that hopefully would useful for to English teacher, further researcher and students.

1. The Teacher :

- a) The teacher should be creative in teaching learning English and made students comfortable in the class.
- b) The teacher should develop teaching strategy, so the motivation of the learner to study English would always increase. The used of various strategies were suggested to made the student more interesting
- c) The teacher should be selective in indicating the errors, find the solution, and create a remedial teaching which was free from the previous erroneous

2. The Further Researcher

- a. The further researcher should be selective in indicating the errors which made by students.
- b. The further reseacher should be selective to differentiate between error and mistake in indicating the errors.

3. The Students :

- a. The students should develop their motivation because it was important in the English learning.
- b. The students should study the material intensively, repeatedly and toughly.
- c. Answer every question which gave by the teacher, do not afraid to answer false. Importantly, the learner must had a briefly.

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**Appendix A. Research Instrument**

**Name** : .....

**Req. Number** : .....

**Class** : .....

**Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.**

**The Topic**

1. **HOLIDAY**
2. **BEST FRIEND**
3. **LAST DAY OF SCHOOL**

**Write your short story here !**

.....

.....

*\*Good Luck... !\**

## APPENDIX B

**Table Identification of Students' Errors**

| No. | Name | Error in Writing Short Story   |
|-----|------|--|
| 1   | AM   | 1. Last month,* go* to Malino with my Friends<br>2. My friends to see*<br>3. Walking to the forest to see*<br>4. I'm* waiting uncle*<br>5. We *having fun<br>6. Me and *Friend never forget<br>7. I'm* go* to School<br>8. I'm* go* to School<br>9. I'm* go* to sleep<br>10. I'm* go* to sleep<br>11. The Malino is* so Beautiful and *field tree<br>which spans the eye   |
| 2   | DN   | 12. I'm* ....school at SMA gunung<br>13. I'm* school at SMA gunung<br>14. I have* one best Friend<br>15. I'm* follow him...<br>16. I'm follow* him...<br>17. My home and his home *side bye side<br>18. I'm* going with him<br>19. I'm going* with him   |
| 3   | HM   | 20. We to start for the way* to play football<br>21. We to* start....<br>22. We to start*....<br>23. We go* home<br>24. I to call*...  |
| 4   | HDY  | 25. This event occur* in the school drama junior<br>high school,<br>26. It's happend when I was stilled* in class eight<br>grade.<br>27. I *also with one of my best friend,<br>28. She is* Mirna<br>29. I thought thiss* will* be a new class,...<br>30. And the longer I am* getting* familiar with my<br>new friends.<br>31. And this is* made me comfortable ,<br>32. When is* was in eight grade ....<br>33. Hoped* I will* not forgot the memories |



|   |     |   |
|---|-----|---|
| 5 | JL  | <p>34. *On a Vacation to the Sinjai</p> <p>35. I went to Grandma's home with * family and my friend</p> <p>36. During one weekly*</p> <p>37. On the road I rest a home *tante *on Malino</p> <p>38. No longer then I get* at home Grandmother</p> <p>39. No longer then i get at *home Grandmother</p> <p>40. I am * there go* to wet rice field to see*vista</p> <p>41. I am* there go to wet rice field to see vista</p> <p>42. I am there go* to wet rice field to see*vista</p> <p>43. *After that I will go to wet rice field to see vista tomorrow me to friend's house not far from home.</p> <p>44. After that I will* go* to....</p> <p>45. I * happy extremely....</p> <p>46. Do not want come home to Makassar</p> |
| 6 | MMJ | <p>47. Then, I'm* go to school</p> <p>48. Then, I'm* go* to school</p> <p>49. My friend come* to my home to call* me playing*...</p> <p>50. My friend come* to my home * to call* me playing*....</p> <p>51. I * waiting my friends to play...</p> <p>52. I'm* played with my friend</p> <p>53. After played, I'm back to home</p> <p>54. Me and my friend is* so happy</p> <p>55. I * happy...</p>   |
| 7 | NN  | <p>56. I have* a best friend</p> <p>57. I *happy with my best friend</p> <p>58. We *always study together</p> <p>59. When I have* a problem she always help me</p> <p>60. She is* name Ratna Sari</p> <p>61. *Ratna like I when I singing</p> <p>62. My hobby is singing and Ratna hobby is read book</p>   |
| 8 | NIA | <p>63. I am* very happy because I can vacation with family</p> <p>64. I am * very happy</p> <p>65. I can* vacation with *family</p> <p>66. I'm* very *very happy ...</p> <p>67. I have* a day</p> <p>68. There is* rarely time</p> <p>69. I will* never forget</p>  |

|    |     |  |
|----|-----|--|
| 9  | RS  | <p>70. I have* the best moment in the school</p> <p>71. I have* a good teacher and good friends</p> <p>72. *My teacher always help me with knowlend</p> <p>73. I'm* happy study in the school</p> <p>74. I'm * happy study in the school</p> <p>75. When I school* leave school I'm* so sad</p> <p>76. I'm so sad</p> <p>77. I* always remember My School</p>  |
| 10 | STJ | <p>78. One day I go* on vacation to the central Sulawesi.</p> <p>79. There are* so many destinasi nature...</p> <p>80. That is* very beautiful.</p> <p>81. The beach there is* so beautiful</p> <p>82. Our family also was falling* in love with characteristic.</p> <p>83. I'm* felt very happy to visit*</p> <p>84. I'm felt very happy to visit*</p>  |
| 11 | MST | <p>85. I go* vocation for two weeks</p> <p>86. I go* to friends celebrate with friends that share together.</p> <p>87. I go* to friends celebrate with friends that share together.</p> <p>88. After five days before school i went to</p> <p>89. At the time the new year did not go anywhere</p> <p>90. My friends pick me up to go away stret with them to</p> <p>91. I'm* also very happy</p> <p>92. I'm * also very happy</p> |
| 12 | FR  | <p>93. I * very happy to .....</p> <p>94. have* best friend in classroom.</p> <p>95. I can* study with good friends</p> <p>96. I can* just miss the lesson ...</p> <p>97. Sometime I rush* and enjoy* with my best friend.</p>   |
| 13 | ML  | <p>98. One day went I* beach with my family</p> <p>99. My father *fishing</p> <p>100. *I and my father swam with my sister</p> <p>101. I'm* very happy spend time with my family</p> <p>102. I'm *very happy...</p>  |

|    |      |  |
|----|------|--|
| 14 | IR   | <p>103. I was very happy to have* best friend in classroom.</p> <p>104. I forget* to take pocket money</p> <p>105. I was shocked*</p> <p>106. I had to accept* this risk</p> <p>107. I'm* thanked my good friends</p> <p>108. When learning math on makes* my heart explode with its formula.</p> <p>109. I get out of class to clam *empty stomach.</p>                         |
| 15 | FSN  | <p>110. When I was * looking gadget ...</p> <p>111. When I* was * looking gadget ...</p> <p>112. I and friends * happy with the way we ....</p> <p>113. There is* a constraint.</p> <p>114. Fanally we are all *waiting...</p>   |
| 16 | MIKK | <p>115. Welcome to pantai losari, ai* and *friend aditya...</p> <p>116. *I was very happy to be able to study in a cool</p> <p>117. Your going* avt* it is Pantai Losari</p> <p>118. Best friend filing* rimember* ...</p> <p>119. I will* never forget</p> <p>120. My good friend come* and he treated me to eat.</p> <p>121. I thank* my best friend</p>                       |
| 17 | ARF  | <p>122. I'm* go* to Bantimurung with my friends</p> <p>123. I'm* go* to Bantimurung</p> <p>124. To see* a beautiful of Bantimurung</p> <p>125. Bantimurung is* very beautiful</p> <p>126. I *very happy</p> <p>127. We walking* in the bridge</p> <p>128. We go* back to home</p> <p>129. We are* tired ...</p> <p>130. I sleep* in badroom</p> <p>131. Because I'm so tired</p> |
| 18 | NM   | <p>132. This is* my last day in school</p> <p>133. I will* always miss my friends and my best teacher.</p> <p>134. When we go* out with my friend dont permition</p> <p>135. Teacher is* an intelligent person</p> <p>136. Teacher is* also a person to ask</p> <p>137. A good teacher will* shere all the things he knows*</p>  |

|    |              |  |
|----|--------------|--|
| 19 | CA           | <p>138. My best friend have* an interested a mussic</p> <p>139. We only know* abaout scout.</p> <p>140. Noway, still ther</p> <p>141. is* event other.</p> <p>142. We reason wish follow* event music etc.</p> <p>143. We enjoy* with a music</p> <p>144. I'm* with my friend loved a music</p>                    |
| 20 | AY           | <p>145. I arrive* to kampung inggris for holiday last year</p> <p>146. This my firt time visit* to java</p> <p>147. I come* to java</p> <p>148. This* my best experience</p> <p>149. When I go* to class</p> <p>150. I have* a new friend</p> <p>151. She* name is* lisa</p> <p>152. She visit Kampung Inggris</p> |
|    | <b>Total</b> | <b>152 Error</b>   |

## Appendix C

**Table Classification of Students' Errors**

| Omission  | Addition   | Miss-Formation  | Miss-Ordering   |
|---|--|---|---|
| <p>4. I waiting uncle*</p> <p><b>It should be :</b></p> <p>I waited <u>my uncle</u></p>   | <p>1. I'm* go* to Malino with my friends</p> <p><b>It should be :</b></p> <p><u>I went</u> to Malino with my friends</p>   | <p>1. I'm go to Malino with my friends</p> <p><b>It should be :</b></p> <p>I went to Malino with my friends</p>   | <p>1. The Malino are* so beautiful and *field tree which spans the eye.</p> <p><b>It should be :</b></p> <p>The Malino was beautiful and <u>tree field</u> which spans the eye.</p> |
| <p>5. I'm school at SMA Gunung Sari</p> <p><b>It should be :</b></p> <p>I <u>was</u> school at SMA Gunung Sari</p>              | <p>2. I'm school at SMA Gunung Sari</p> <p><b>It should be :</b></p> <p>I was school at SMA Gunung Sari</p>  | <p>2. The Malino * <u>are</u> Beautiful and field tree which spans the eye.</p> <p><b>It Should be:</b></p> <p>The Malino <u>was</u> Beautiful and tree field which spans the eye</p> | <p>2. My home and his home *side bye side</p> <p><b>It should be :</b></p> <p>My home was beside his home</p>   |
| <p>6. She visit* Kampung Inggris</p> <p><b>It should be:</b></p> <p>She <u>visited</u> <u>in</u> kampung Inggris</p>            | <p>3. I'm follow him..</p> <p><b>It should be :</b></p> <p>I followed him</p>  | <p>3. Walking to the forest to see*....</p> <p><b>It should be :</b></p> <p><u>Walked</u> to the forest to <u>saw....</u></p>   | <p>3. We to start for the *way to play football</p> <p><b>It should be :</b></p> <p><u>We started to play football</u></p>  |
| <p>7. I *also with one of my best friend,</p> <p><b>It should be :</b></p> <p>I <u>was</u> also with one of my best friend,</p> | <p>4. I'm* going with him</p> <p><b>It should be :</b></p> <p>I went with him</p>  | <p>4. I have* one best Friend</p> <p><b>It should be :</b></p> <p>I <u>had</u> one best Friend</p>  | <p>4. I will* not forgot the</p>  |
| <p>8. I * happy extremely....</p> <p><b>It should be :</b></p> <p>I <u>was</u> happy extremely....</p>                          | <p>5. I have* arrive* to kampung inggris for holiday last year</p> <p><b>It should be :</b></p> <p>I <u>arrived to</u> kampung inggris for holiday last year</p> | <p>5. I'm* follow* him...</p> <p><b>It should be :</b></p>  |   |
| <p>9. My friend come*to my home to * call* me playing*..</p>  | <p>6. We to* start*...</p> <p><b>It should be :</b></p> <p>We <u>Started to</u> .</p>  |   |   |

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| <p><b>It should be :</b><br/>My friend <u>came</u> to my home <u>and</u> he called me to <u>played</u>...</p> <p>10. I * happy...</p> <p><b>It should be :</b><br/>I <u>was</u> happy</p> <p>11. We *always study together</p> <p><b>It should be :</b><br/>We <u>were</u> always study together</p> <p>12. I *happy with my best friend</p> <p><b>It should be :</b><br/>I <u>was</u> happy with my best friend</p> <p>13. Last Month, *go to Malino with friend</p> <p><b>It should be :</b><br/>last month, I <u>went to</u> Malino with friend</p> <p>14. I am* very happy because I can vacation with family</p> <p><b>It should be :</b><br/>I <u>was</u> very happy....</p> | <p>7. I to* Call*...</p> <p><b>It should be :</b><br/>I Called...</p> <p>8. I am * there go to wet rice field to see vista</p> <p><b>It should be :</b><br/>I went to field rice to saw .....</p> <p>9. Then, I'm* go to school</p> <p><b>It should be:</b><br/>I <u>went</u> to school</p> <p>10. I'm* played with my friend</p> <p><b>It should be:</b><br/>I <u>played</u> with my friend</p> <p>11. After played, I'm* back to home</p> <p><b>It should be :</b><br/>After played, I back to home</p> <p>12. I am* very happy because I can vacation with family</p> <p><b>It should be :</b><br/>I <u>was</u> very happy</p> <p>13. I'm* very *very happy ...</p> | <p>I <u>followed</u> him</p> <p>6. I'm going with him</p> <p><b>It should be :</b><br/>I went with him</p> <p>7. I have* arrive* to kampung inggris for holiday last year</p> <p><b>It should be :</b><br/>I <u>arrived</u> to kampung inggris for holiday last year</p> <p>8. This my firt time visit* to java</p> <p><b>It should be :</b><br/>This my first time <u>visited</u> to java</p> <p>9. I come* to java</p> <p><b>It should be :</b><br/>I <u>came</u>to java</p> <p>10. When I go* to the class</p> <p><b>It should be :</b><br/>When I <u>went</u> to the class</p> <p>11. I have* a new friend</p> <p><b>It should be:</b><br/>I <u>had</u> a new friend</p> | <p>memorie</p> <p><b>It should be :</b><br/>I would not forgot the memories</p> <p>5. *On a Vacation to the Sinjai</p> <p><b>It should be :</b><br/>My Vacation in the Sinjai</p> <p>6. I rest at home *tante *on Malino</p> <p><b>It should be :</b><br/>I stopped at aunt's home in Malino</p> <p>7. at* home Grandmother</p> <p><b>It should be :</b><br/>at <u>Grandmother's home</u></p> <p>8. I am * there go* to wet rice field to see*vista</p> <p><b>It should be :</b><br/>I went to saw rice field</p> |
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| <p>15. I'm * happy study in the school</p> <p><b>It should be :</b></p> <p><u>I was</u> happy study in the school</p>                        | <p><b>It should be :</b></p> <p><u>I was very</u> happy</p>  | <p>12. She* name is*</p> <p>lisa</p> <p><b>It should be :</b></p> <p><u>Her</u> name <u>was</u></p> <p>Lisa</p>   | <p>9. Tomorrow me to friend's house not far from home.</p> <p><b>It should be :</b></p> <p>Tomorrow me and Friends'</p>  |
| <p>16. I* always remember My School</p> <p><b>It should be :</b></p> <p>I was always remember my school.</p>                                 | <p>14. I'm* happy study in the school</p> <p><b>It should be :</b></p> <p><u>I was</u> happy study in the school</p> <p>15. I'm so sad</p> <p><b>It should be :</b></p> <p>I was sad</p> | <p>13. And the longer I am getting* familiar with my new friends.</p> <p><b>It should be :</b></p> <p>And the longer <u>I got</u> familiar with my new friends.</p> | <p>10. Do not want come home to Makassar</p> <p><b>It should be :</b></p> <p>Did't want to came home in makassar</p>     |
| <p>17. I * very happy to ...</p> <p><b>It should be :</b></p> <p>I <u>was</u> very happy to ...</p>  | <p>16. I'm* felt very happy to visit*</p> <p><b>It should be :</b></p> <p><u>I</u> felt very happy to <u>visited</u></p>   | <p>14. She visit*</p> <p>Kampung Inggris</p> <p><b>It should be:</b></p> <p>She <u>visited</u> in kampung Inggris</p>   | <p>11. *Ratna like I when I singing</p> <p><b>It should be :</b></p> <p>Ratna likes when i sing...</p>                   |
| <p>18. I'm*very happy</p> <p><b>It should be :</b></p> <p>I <u>was</u> very happy</p>  | <p>17. I'm* also very happy</p> <p><b>It should be :</b></p> <p><u>I was</u> very happy</p>  | <p>15. We to start...</p> <p><b>It should be :</b></p> <p><u>We started to...</u></p>   | <p>12. *My hobby is singing and Ratna hobby is read book</p> <p><b>It should be :</b></p> <p>They saw a dog friercee</p> |
| <p>19. I get out of class to clam *empty stomach.</p> <p><b>It should be :</b></p> <p>I get out of class to clam <u>my empty stomach</u></p> | <p>18. I'm*very happy spend time with my family</p> <p><b>It should be :</b></p> <p><u>I was very</u> happy spend time with my family</p>  | <p>16. I to* Call*...</p> <p><b>It should be :</b></p> <p>I Called...</p>   | <p>13. They saw a dog friercee</p> <p><b>It should be :</b></p> <p>They saw a</p>  |
| <p>20. I and friends * happy with the way we ....</p>  | <p>21. I'm* thanked my good friends</p> <p><b>It should be :</b></p> <p><u>I</u> thanked my good friends</p>   | <p>17. This event occur* in the school drama junior high school,</p> <p><b>It should be :</b></p>   | <p>13. They saw a dog friercee</p> <p><b>It should be :</b></p> <p>They saw a</p>  |

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| <p><b>It should be :</b><br/>I and friends<br/>were happy with<br/>the way we</p> | <p>22. I was shocked*<br/><b>It should be :</b><br/>I <u>shocked</u></p> <p>23. When I *was *<br/>looking a gadget .<br/><b>It should be :</b><br/>When I <u>looked</u> a<br/>gadget</p> <p>24. I'm* with my friend<br/>loved a music<br/><b>It should be :</b><br/><u>I</u> with my friend<br/>loved a music</p> | <p>This event<br/><u>occured</u> in the<br/>school drama<br/>junior high<br/>school,<br/>18.It's happend<br/>when I was<br/>stilled* in class<br/>eight grade.<br/><b>It should be :</b><br/>It's happend<br/>when I was <u>still</u> in<br/>class eight grade.</p> <p>19. She is* Mirna<br/><b>It should be :</b><br/>She was Mirna</p> <p>20. I thought thiss*<br/>will* be a new<br/>class,...<br/><b>It should be :</b><br/>I thought<br/><u>thiswould</u> be a<br/>new class,...</p> <p>21. I'm go to sleep<br/><b>It should be :</b><br/>I <u>went to slept</u></p> <p>22. And the longer I<br/>am* getting*<br/>familiar with my<br/>new friends.<br/><b>It should be :</b></p> | <p>frierce<br/>14. When I<br/>school*<br/>leave I'm*<br/>so sad<br/><b>It should be :</b><br/>When I leave<br/>school I was<br/>very sad.</p> <p>15. After five<br/>days before<br/>school i went<br/>to ...<br/><b>It should be :</b><br/>After five day,<br/>I want to<br/>school</p> <p>16. I go* to with<br/>friend to<br/>celebrate that<br/>share<br/>together.<br/><b>It should be :</b><br/>I <u>went</u> to<br/>celebrate with<br/>my friends<br/>that share<br/>together</p> <p>17. At the<br/>time the new</p> |
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|  |  | <p>And the longer <u>I</u> got familiar with my new friends.</p> <p>23. And this is* made me comfortable</p> <p><b>It should be :</b><br/>And this <u>was</u> made me comfortable.</p> <p>24. During one weekly*</p> <p><b>It should be :</b><br/>During one <u>week</u></p> <p>25. No longer then I get* at home Grandmother</p> <p><b>It should be :</b><br/>No longer then I got my Grandmot her's home</p> <p>26. I am there go* to wet rice field to see*vista</p> <p><b>It should be :</b></p> <p>27. I wait my friends to play...</p> <p><b>It should be :</b><br/>I <u>waited</u> my friend to play...</p> <p>28. After that I will* go* to....</p> | <p>year did not go anywhere</p> <p><b>It should be :</b><br/>At the happy new year I did't went anywhere</p> <p>18. My friends pick me up to go away stret with them to</p> <p><b>It should be :</b><br/>my friends pick me up to went away with them...</p> <p>19. One day went I* beach with my family</p> <p><b>It should be :</b><br/>One day <u>I went to</u> beach with my family</p> <p>20. *I and my father swam with my sister</p> |
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|  |  | <p><b>It should be :</b><br/>after thet I <u>would</u><br/>went to...</p> <p>29. Then, I'm* go* to<br/>school</p> <p><b>It should be:</b><br/><u>I went</u> to school</p> <p>30. My friend come*<br/>to my home to<br/>call* me<br/>playing*..</p> <p><b>It should be :</b><br/>My friend <u>came</u><br/>to my home and<br/>he called me to<br/><u>played</u>...</p> <p>31. Me and my friend<br/>is* so happy</p> <p><b>It should be :</b><br/>Me and my friend<br/><u>was</u> happy</p> <p>32. I have* a best<br/>friend</p> <p><b>It should be :</b><br/>I <u>had</u> a best friend</p> <p>33. When I have* a<br/>problem she<br/>always help me</p> <p><b>It should be :</b><br/>When I <u>had</u> a<br/>problem she</p> | <p><b>It should be :</b><br/>I swam with<br/>my father and<br/>sister</p> <p><b>21.</b> When learnin<br/>g math on<br/>makes* my<br/>heart explode<br/>with its<br/>formula.</p> <p><b>It should be :</b><br/>When learning<br/>math on <u>make</u><br/>my heart<br/>explode with<br/>its formula.</p> <p><b>22.</b> Fanally we<br/>are all<br/>*waiting...</p> <p><b>It should be :</b><br/>Fanally we<br/><u>waited</u></p> <p><b>24.</b> One day I go*<br/>on vacation to<br/>the central<br/>Sulawesi.</p> <p><b>It should be :</b><br/>One day I<br/><u>went to</u><br/>Vacation in<br/>Central</p> |
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|  |  | <p>always help me</p> <p>34. She is* name Ratna Sari</p> <p><b>It should be :</b></p> <p>She <u>was</u> name Ratna Sari</p> <p>35. I can* vacation with *family</p> <p><b>It should be :</b></p> <p>I could vacation with my family</p> <p>36. I have* a day ...</p> <p><b>It should be :</b></p> <p>I <u>had</u> a day...</p> <p>37. There is* rarely time</p> <p><b>It should be :</b></p> <p>There <u>was</u> rarely time</p> <p>38. I will* never forget</p> <p><b>It should be :</b></p> <p>I <u>would</u> never forget.</p> <p>39. I have* the best moment in the school</p> <p><b>It should be :</b></p> <p>I <u>had</u> the best moment in the school.</p> | <p>Sulawesi</p> <p>25. Welcome to pantai losari, ai* and *friend aditya...</p> <p><b>It should be :</b></p> <p>Welcome to pantai losari, I and m y friend Aditya...</p> <p>26. *I'm was very happy to be able to study in a cool</p> <p><b>It should be :</b></p> <p>I was very happy to be able to study calmly</p> <p>27. Your going* avt* it is Pantai Losari</p> <p><b>It should be :</b></p> <p>Your went to the pantai Losari</p> <p>28. Best friend filing* rimember* ...</p> |
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|  |  | <p>40. I have* a good teacher and good friens</p> <p><b>It should be :</b></p> <p>I <u>had</u> a good teacher and good friends</p> <p>41. One day I go* on vacation to the central Sulawesi.</p> <p><b>It should be :</b></p> <p>One day I <u>went to</u> Vacation in Central Sulawesi</p> <p>42. That is* very beautiful</p> <p><b>It should be :</b></p> <p>That <u>was</u> very beautiful</p> <p>43. The beach there is* so beautiful</p> <p><b>It should be :</b></p> <p>The beach there <u>was</u> so beautiful</p> <p>44. There are* so many destinasi nature...</p> <p><b>It should be :</b></p> <p>There <u>were</u> so many destinasi nature...</p> | <p><b>It should be :</b></p> <p>My best friend had a remember fill</p> |
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|  |  | <p>45. Our family also was falling* in love with characteristic.</p> <p><b>It should be :</b><br/>Our family also was <u>fallin</u> love with characteristic.</p> <p>46. I felt very happy to visit*</p> <p><b>It should be :</b><br/>I felt very happy to <u>visited</u></p> <p>47. I go* vocation for two weeks</p> <p><b>It should be :</b><br/>I <u>went to</u> vocation for two weeks</p> <p>48. I go* to friends celebrate with friends that share together.</p> <p><b>It should be :</b><br/>I <u>went</u> to .....</p> <p>49. I was very happy to have* best friend in classroom.</p> <p><b>It should be :</b><br/>I was very happy</p> |  |
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|  |  | <p>to <u>had</u> best friend<br/>in classroom.</p> <p>50. Have* best friend<br/>in classroom.</p> <p><b>It should be :</b><br/><u>Had</u>best friend in<br/>classroom</p> <p>51. I can* study with<br/>good friends</p> <p><b>It should be :</b><br/>I <u>could</u> study with<br/>good friends</p> <p>52. I can* just miss<br/>the lesson ...</p> <p><b>It should be :</b><br/>I <u>could</u> just miss<br/>the lesson ...</p> <p>53. Sometime I rush*<br/>and enjoy* with<br/>my best friend.</p> <p><b>It should be :</b><br/>Sometime I<br/><u>rushed</u> <u>and</u><br/><u>enjoyed</u> with my<br/>best friend.</p> <p>54. My father<br/>*fishing</p> <p><b>It should be :</b><br/>My father <u>fished</u></p> <p>55. I was very happy<br/>to have* best</p> |  |
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|  |  | <p>friend in<br/>classroom.</p> <p><b>It should be :</b><br/>I very happy to<br/><u>had</u> best friend in<br/>classroom.</p> <p>56. I forget* to take<br/>pocket money</p> <p><b>It should be :</b><br/>I <u>forgot</u> to take<br/>pocket money</p> <p>57. I had to accept*<br/>this risk</p> <p><b>It should be :</b><br/>I had to <u>accepted</u><br/>this risk</p> <p>58. When I was *<br/>looking gadget ...</p> <p><b>It should be :</b><br/>When I <u>looked</u> a<br/>gadget</p> <p>59. There is* a<br/>constraint.</p> <p><b>it should be :</b><br/>There <u>was</u> a<br/>constraint.</p> <p>60. I will*<br/>never<br/>forget*</p> <p><b>It should be :</b><br/>I would never</p> |  |
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|  |  | <p>forgot</p> <p>61. My good friend<br/>come* and he<br/>treated me to eat.<br/><b>It should be :</b><br/>My good friend<br/>came and he<br/>treated me to eat</p> <p>62. I thank* my best<br/>friend<br/><b>It should be :</b><br/>I thanked my<br/>best friend</p> <p>63. I'm* go* to<br/>Bantimurung<br/><b>It should be :</b><br/><u>I went to</u><br/>Bantimurung</p> <p>64. To see* a<br/>beautiful of<br/>Bantimurung<br/><b>It should be :</b><br/>To <u>saw</u> a<br/>beautiful of<br/>Bantimurung</p> <p>65. Bantimurung is*<br/>very beautiful<br/><b>It should be:</b><br/>Bantimurung <u>was</u><br/>very beautiful</p> <p>66. We walking* in</p> |  |
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|  |  | <p>the bridge</p> <p><b>It should be :</b><br/>We <u>walked</u> in the bridge</p> <p>67. We go* back to home</p> <p><b>It should be :</b><br/>We went back to home</p> <p>68. We are* tired ...</p> <p><b>It should be :</b><br/>We <u>were</u> tired ...</p> <p>69. I sleep* in badroom</p> <p><b>It should be :</b><br/>I slept* in badroom</p> <p>70. This is* my last day in school</p> <p><b>It should be :</b><br/>This <u>was</u> my last day in school</p> <p>71. I will* always miss my friends and my best teacher.</p> <p><b>It should be :</b><br/>I <u>would</u> always miss my friends and my best teacher.</p> |  |
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|  |  | <p>72. When we go* out<br/>with my friend<br/>dont permission<br/><b>It should be :</b><br/>When we <u>went</u><br/>out with my<br/>friend dont<br/>permission</p> <p>73. Teacher is* an<br/>intelligent person<br/><b>It should be :</b><br/>Teacher <u>was</u> an<br/>intelligent person</p> <p>74. Teacher is* also a<br/>person to ask<br/><b>It should be :</b><br/>Teacher <u>was</u> also<br/>a person to ask</p> <p>75. A good teacher<br/>will* shere all the<br/>things he<br/><b>It should be :</b><br/>A good teacher<br/><u>would</u> shere all<br/>the things he<br/>Knews</p> <p>76. My best friend<br/>have* an<br/>interested a<br/>mussic<br/><b>It should be :</b></p> |  |
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|                 |                 | <p>My best friend<br/> <u>had</u> an interested<br/> a mussic</p> <p>77. We only know*<br/> about scout.<br/> <b>It should be :</b><br/> We only knew*<br/> about scout.</p> <p>78. Noway, still ther<br/> is* event other.<br/> <b>It should be :</b><br/> Noway, still ther<br/> <u>was</u> event other.</p> <p>79. We reason wish<br/> follow* event<br/> music etc.<br/> <b>It should be :</b><br/> We reason wish<br/> <u>followed</u> event<br/> music etc.</p> <p>80. We enjoy* with a<br/> music<br/> <b>It should be :</b><br/> We <u>enjoyed</u> with<br/> a music</p> |                 |
| <b>20 Error</b> | <b>24 Error</b> | <b>80 Error</b>  | <b>28 Error</b> |

## APPENDIX D

**Table Recapitulation of Students' Errors in Writing Short Story**

| <b>Students' Number</b> | <b>Kind of Error</b> | <b>Total of Error</b> |
|-------------------------|----------------------|-----------------------|
| <b>1</b>                | Omission             | <b>2</b>              |
|                         | Addition             | <b>3</b>              |
|                         | Miss-Formation       | <b>5</b>              |
|                         | Miss-Ordering        | <b>1</b>              |
| <b>2</b>                | Omission             | <b>1</b>              |
|                         | Addition             | <b>3</b>              |
|                         | Miss-Formation       | <b>3</b>              |
|                         | Miss-Ordering        | <b>1</b>              |
| <b>3</b>                | Omission             | <b>0</b>              |
|                         | Addition             | <b>2</b>              |
|                         | Miss-Formation       | <b>2</b>              |
|                         | Miss-Ordering        | <b>1</b>              |
| <b>4</b>                | Omission             | <b>1</b>              |
|                         | Addition             | <b>1</b>              |
|                         | Miss-Formation       | <b>6</b>              |
|                         | Miss-Ordering        | <b>1</b>              |
| <b>5</b>                | Omission             | <b>2</b>              |
|                         | Addition             | <b>1</b>              |
|                         | Miss-Formation       | <b>4</b>              |
|                         | Miss-Ordering        | <b>6</b>              |
| <b>6</b>                | Omission             | <b>3</b>              |
|                         | Addition             | <b>3</b>              |
|                         | Miss-Formation       | <b>3</b>              |
|                         | Miss-Ordering        | <b>0</b>              |
| <b>7</b>                | Omission             | <b>2</b>              |
|                         | Addition             | <b>0</b>              |
|                         | Miss-Formation       | <b>3</b>              |
|                         | Miss-Ordering        | <b>2</b>              |
| <b>8</b>                | Omission             | <b>2</b>              |
|                         | Addition             | <b>2</b>              |
|                         | Miss-Formation       | <b>3</b>              |
|                         | Miss-Ordering        | <b>0</b>              |

|           |   |  |
|-----------|---|--|
| <b>9</b>  | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>2</b><br><b>2</b><br><b>2</b><br><b>2</b> |
| <b>10</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>0</b><br><b>1</b><br><b>6</b><br><b>0</b> |
| <b>11</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>1</b><br><b>3</b><br><b>0</b><br><b>4</b> |
| <b>12</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>1</b><br><b>0</b><br><b>4</b><br><b>0</b> |
| <b>13</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>1</b><br><b>1</b><br><b>0</b><br><b>3</b> |
| <b>14</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>1</b><br><b>2</b><br><b>4</b><br><b>0</b> |
| <b>15</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>1</b><br><b>1</b><br><b>2</b><br><b>1</b> |
| <b>16</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>0</b><br><b>0</b><br><b>3</b><br><b>4</b> |
| <b>17</b> | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>1</b><br><b>2</b><br><b>7</b><br><b>0</b> |

|              |   |  |
|--------------|---|--|
| <b>18</b>    | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>0</b><br><b>0</b><br><b>6</b><br><b>0</b> |
| <b>19</b>    | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>0</b><br><b>2</b><br><b>4</b><br><b>0</b> |
| <b>20</b>    | Omission<br>Addition<br>Miss-Formation<br>Miss-Ordering | <b>1</b><br><b>1</b><br><b>7</b><br><b>0</b> |
| <b>Total</b> |   | <b>152</b>                                   |

## Appendix E. The Students Worksheet

Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

- ✓ HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL

Write your short story here !

Vocation to Malindo

I WAS  
I am Very happy because I can Vocation with my family and spend time I am very very happy because I have a day with my family because there is rarely time to gather a vocation that I will never forget

My good friend came and he treated me to eat, then this heart fluttered like water grabbing the fire, gladly, I thanked my best friend.

Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

1. HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL

Write your short story here !

HOLIDAY

once day, I have arrived to kampung Inggris for holiday last year. For learning english language. This my first time visit to Java. I come to Java byr my self, without my parents this is my best experience. When I go to class, I have many new a new friend. She name is Lisa. She visit kampung Inggris same as me. For learn english language to.

Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

1. HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL.

Write your short story here !

Hutan pinus Lomboka

once upon a time, i'm go to malino with my friend to see my unde and beautiful malino and we arrived in malino after this we and friend permission in my uncle.

and walking to the forest to see the river because we are in swimming in the river and we having fun in malino and we leave the river to eat in my uncle home.

and we go back to home because we are firrid and me and friend never forget malino because malino is very beautiful and we are having fun in malino and i'm go to school and i sleep in the class

and i go home and i sleep in the bad room

so my mo hit me and i crying

Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

1. HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL.

Write your short story here !

When I was at school, I was very happy to have best friends in classroom. on this beautiful morning, my heart was as cheerful as morning longing for the sun. oh i was glad i could study with good friends. who sometimes rushed and enjoyed the heart. when learning math oh makes my heart explode with its formula. as well as chemistry, physics and English

During the break, oh I can just miss the lesson that discourages the formulas. I get out of class to calm my empty stomach.

when i get to the canteen. I forget to take pocket money. then i'm annoyed like a fire that grabs water. never mind it was indeed my mistake, how ever i had to accept this risk. my good friends came and he treated me to eat. then this heart fluttered like water grabbing the fire. gladly, i thanked my good friends.

THANK YOU



Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

1. HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL.

Write your short story here !

### HOLIDAY

one day i go on vacation to the central sulawesi. There are so many destinasi nature that is very beautiful. my family and very fascinated especially on the beach there. The beach there is so beautiful, sand her white, water her clean and the sight of a very beautiful. And our family also was falling in love with characteristic foods in the middle of the sulawesi. I felt very happy to visit there, but I also feel sad because should return. Return to makassar.

Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

1. HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL.

Write your short story here !

When I was at school. I was very happy to have best friends in classroom, on this beautiful morning. my heart was as cheerful as morning longing for the sun. oh i was glad i could study with good friends. who sometimes rushed and enjoyed the heart. when learning math oh makes my heart explode with its formula. as well as chemistry, physics and english

During the break, oh I can just miss the lesson that discourages the formulas. I get out of class to calm my empty stomach.

When I get to the canteen. I forget to take pocket money then I'm annoyed like a fire that grabs water. never mind it was indeed my mistake, how ever I had to accept this risk. my good friends came and he treated me to eat, then this heart fluttered like water grabbing the fire. gladly, I thanked my good friends.

THANK YOU

Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

1. HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL

Write your short story here !

### HOLIDAY

one day I go on vacation to the central sulawesi. There are so many destinasi nature that is very beautiful. my family and very fascinated especially on the beach there. The beach there is so beautiful, sand her white, water her clean and the sight of a very beautiful.

And our family also was falling in love with ~~character~~ characteristic foods in the middle of the sulawesi. I felt very happy to visit there, but I also feel sad because should ~~return~~ Return to makassar.

Please ! Choose one of the following topics below or make your own topic based on you'r experience and then writing a short story about you'r topic.

The Topic

1. HOLIDAY
2. BEST FRIEND
3. LAST DAY OF SCHOOL

Write your short story here !

Good

### HOLIDAY

One day, I and my friends went to a the beach and tourist attraction. When I was looking gadget it turns out a message of a bus was already waiting resident instantly I and my friends go with rush to.

After up in the end of the bus we ride was the way, was all ready, I and my friends happy with the way we all the time song we've singing together, all of mach we already eat together. Our hour had passed in the course of arrived there (is a constraint). The bus we ride strike. All my friends in the bus ~~shock~~ shock and confused. Everyone in the bus look tired and confused.

Finally we are <sup>waited</sup> all waiting while sitting on the outside of the road to wait for the better. Instantly my boyfriends stood up and he said there was a bus tourism who want to pass. My boyfriends dismiss the bus to ask for help we go with him to beach.

\*Good Luck.\* Finally we've arrived in beach with a sense of the happy and finally finally we do a holiday together.

## Appendix F

### Documentasion



### Appendix G. Absensi Siswa

| NO. | NAMA                  | P/L | ABSEN | KET. |
|-----|-----------------------|-----|-------|------|
| 1.  | Amar Ma'ruf           | L   | ✓     |      |
| 2.  | Deni                  | L   | ✓     |      |
| 3.  | Efa Diyanti Ishak     | P   | ✓     |      |
| 4.  | Hendri Matta          | L   | ✓     |      |
| 5.  | Hendiryana            | P   | ✓     |      |
| 6.  | Juliani               | P   | ✓     |      |
| 7.  | M. Cheadir Nur        | L   | ✓     |      |
| 8.  | Maria Mediana Jelita  | P   | ✓     |      |
| 9.  | Mustari               | L   | ✓     |      |
| 10. | Novita Nengsari       | P   | ✓     |      |
| 11. | Nur Intan Alamsya     | P   | ✓     |      |
| 12. | Nurmira Anggrieni     | P   | ✓     |      |
| 13. | Ratna Sari            | P   | ✓     |      |
| 14. | St. Jumiati           | P   | ✓     |      |
| 15. | Fahri Ramadhan        | L   | ✓     |      |
| 16. | Laode Erwin Enandi    | L   | ✓     |      |
| 17. | Irmawati              | P   | ✓     |      |
| 18. | Muliani               | P   | ✓     |      |
| 19. | Muh. Fadli Hidayat    | L   | ✓     |      |
| 20. | Muh. Idham Khalik K   | L   | ✓     |      |
| 21. | Fadilah Sri Nurhaliza | P   | ✓     |      |
| 22. | A. Rifaldi Fadilah    | L   | ✓     |      |
| 23. | Ainun Permata sari    | P   | ✓     |      |
| 24. | Cahaya Warrahmah      | P   | ✓     |      |
| 25. | M. Al Farid Hidayat   | L   | ✓     |      |
| 26. | Numiati               | P   | ✓     |      |
| 27. | Cahaya Amalia         | P   | ✓     |      |
| 28. | Jihan Suci Safitri    | P   | ✓     |      |
| 29. | Yutistira             | P   | ✓     |      |
| 30. | Andry Yusuf           | L   | ✓     |      |

## CURRICULUM VITAE



**Dian Febri Indriani** is the last child of Alm. Jumudin La Boto and Hj. Halmina. She was born on February 29<sup>th</sup> 1996 in Desa Gunung Sari. She has one sister Haseng and three brothers Sukri Uling, Hendi Hong, dan Trisno. She lives in Gunung Sari. She finished her study at TK Nurwahid in 2002, SDN Ngolo in 2008, MTs Nurwahid Gunung Sari in 2011 and SMA Muhammadiyah Maumere in 2014. And then, she registered as one of the students of Muhammadiyah University of Makassar in English Education Department. She participated actively in some organizations such as : When she was Junior High School, she was the member of OSIS and Scout, at Senior High School, she was the member of OSIS, Scout and Mading, and then she joined actively in FOKMAS organizations.

