

**AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY  
EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1  
OF KARTASURA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of Education in English Department**

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## TESTIMONY

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Surakarta, July 2019

The researcher



Adelino Nugroho Dewantoro

## **AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 OF KARTASURA**

### **Abstrak**

Penelitian ini bertujuan untuk memaparkan analisis error yang dibuat siswa kelas 8 SMP Muhammadiyah 1 Kartasura dalam menulis Narrative text. Tujuan dari penelitian ini adalah untuk mengetahui error apa saja yang dibuat siswa, error apa saja yang sering dibuat siswa dalam menulis text Narrative dan apa penyebab siswa melakukan error tersebut. Penelitian ini adalah penelitian deskriptif kualitatif. Subject penelitian adalah siswa kelas VIII berjumlah 30 orang. Metode pengumpulan data pada penelitian ini adalah error analysis. Data penelitian diambil dari hasil kerja siswa yang berupa text Narrative berjudul "Mouse deer and Crocodile". Hasil dari penelitian menunjukkan bahwa terdapat beberapa error yang terjadi seperti omission, misformation dan misordering. Jenis error yang sering muncul dan dibuat siswa kelas VIII adalah misformation of irregular verb. Penyebab terjadinya error tersebut karena siswa masih belum paham betul tentang materi tersebut dan masih belum bisa membedakan pergantian penulisan irregular verb dari v1, v2 dan v3 sehingga membuat banyak kesalahan.

**Kata Kunci** : error analisis, teks naratif, siswa, smp, bahasa inggris, grammar

### **Abstract**

This study aims to describe the analysis error made by eighth grade students of Muhammadiyah 1 Kartasura Middle School in writing Narrative text. The purpose of this study is to find out what errors are made by students, what errors are often made by students in writing Narrative text and what causes students to make these errors. This research is a qualitative descriptive study. The research subjects were class VIII students totaling 30 people. The method of data collection in this study is error analysis. The research data were taken from the work of students in the form of text Narrative entitled "Mouse deer and Crocodile". The results of the study showed that there were some errors that occurred such as omission, misformation and misordering. The type of error that often appears which is made by class VIII students is misformation of irregular verb. The cause of the error is that students still do not understand well about the material and still could not distinguish irregular verb writing changes from v1, v2 and v3 so which is students make many errors.

**Keywords**: error analysis, narrative text, students, junior high school, english, grammar

## **1. INTRODUCTION**

English is an international language and many people at this time are interested in understanding and learning it. Not only because English is the language used in the

world of work in the international world, but this language also has the prestigious level of language that makes this language become one of the languages that interests people around the world. In Indonesia, the government begins teaching English as early as possible at the level of education in Indonesia. English begins to play an active role at the first middle school level which became the basis and had an important role in getting skills that can give provision and abilities for the student in the future.

In learning English, there are 4 important skills that must be mastered by the language learners. These 4 things are speaking, writing, listening and reading. The skill is divided into 2, namely productive skills (speaking, writing) and receptive skills (reading and listening). In this study, the researcher will only focus the research on the productive ability that is the ability to writing. In writing, there are several problems faced by students such as vocabulary and grammar that are considered the biggest problem in English because writing Indonesian is different from the rules of writing English

Generally speaking, writing is the most difficult skill to master in learning English and other languages. According to Richard & Renandya, (2002) this is due not only to need and generate ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also turn such ideas invisible text" Errors in writing can also be grammar errors and meanings error in transferring ideas from the native language into target language.

At this time, most students often use English every day in terms of playing games, communicating and social media. But often they also encounter some error in writing a word or sentence. It can be errors to choose the correct vocabulary or the use of grammar when write what they want. The example is "Ice Scream"; they intend to write "Ice cream" which means *ice cream* but because they do not know and understand the vocabulary correctly, then they made an error word that changes the meaning from "ice cream" to "scream of ice".

Moreover, most students tend to prefer watching an event rather than reading a book to get information on it. When they read, they will automatically find vocabulary and new terms that can be used and learned to enrich vocabulary rather

than watching an event. So their ability to search for vocabulary variations for writing skills will increase and become better.

According to Robert M Gorrel and Charlton Lird (1962) writing requires bringing many sorts of abilities together at once. It is a continuing process, allowing for growth and revision and refining. At the same time, it will be handling ideas and thinking of new ones, considering audience and tone, choosing words and building sentences and devising ways of putting them together. It is like someone thrown into the ocean to learn to swim (write while learning to write)".

According to Littlefair (1991) there are some types of writing texts, such as narrative text, descriptive text, argumentative text, recount text, and report text which each of them has their own rules and functions. In this research, the researcher focused on the narrative. A narrative text is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story -- which is why it is so often used in phrases such as "written narrative," "oral narrative," etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Meanwhile, the students often make errors when writing narrative text, especially in using grammar. In order to reduce the errors, the researcher wants to analyze the students' errors in writing a narrative text. Then, the researcher also wants to analyze and to know what causes of the error that often occurs. So it can be useful as an evaluation by the teachers to reduce the students' error in grammatical especially in writing narrative text.

Based on the statement above, the researcher tries to conduct a research with a title AN ERROR ANALYSIS OF NARRATIVE TEXT WRITTEN BY EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 OF KARTASURA

## **2. METHOD**

In this research, the researcher used a descriptive qualitative method which used the procedures of error analysis. The described technique was an analysis which is

aimed to describe and analyze the errors made by the eight class students of SMP Muhammadiyah 1 Kartasura.

### 3. FINDING AND DISCUSSION

#### 3.1 Finding

3.1.1 Errors made by 8th grade students of Muhammadiyah 1 Junior High School of Kartasura

##### 3.1.1.1 Omission of article

The following table shows omission error of article.

Table 1. Table Shows Omission Error of Article

Error Sentences	Corrections
(1) <i>Once upon _ time</i>	<i>Once upon <b>a</b> time</i>
(2) <i>He wanted to drink in _ river</i>	<i>He wanted to drink in <b>the</b> river</i>
(3) <i>The mousedeer wanted to drink in _ river</i>	<i>The mousedeer wanted to drink in <b>the</b> river</i>
(4) <i>Then he go to _ river _ order _ drink water</i>	<i>Then he went to <b>the</b> river <b>in</b> order to drink water</i>
(5) <i>Mouse deer said to crocodiles that they got the invitation from _ king</i>	<i>Mouse deer said to crocodiles that they got the invitation from <b>the</b> king</i>
(6) <i>Mouse deer drink in _ side other river</i>	<i>Mouse deer drunk <b>in the other side of the river</b></i>

##### 3.1.1.2 Omission of preposition

The following table shows omission error of preposition.

Table 2. Table Shows Omission Error of Preposition

Error Sentences	Corrections
(1) <i>He livet _ river</i>	<i>He lived <b>near a</b> river</i>
(2) <i>The mouse deer used to go to the river _ drink</i>	<i>The mouse deer used to go to the river <b>to</b> drink</i>
(3) <i>Then he go to _ river _ order _ drink water</i>	<i>Then he went to <b>the</b> river <b>in</b> order to drink water</i>

Error Sentences	Corrections
(4) <i>Waiting and staying _ order _ eat him</i>	<i>Waiting and staying <b>in</b> order to eat him</i>

### 3.1.1.3 Omission of direct object

The following table shows omission error of direct object.

Table 3. Table Shows Omission Error Of Direct Object

Error Sentences	Corrections
(1) <i>The mousedeer used to go drink's</i>	<i>The mouse deer used to go <b>to the river to drink</b></i>

### 3.1.1.4 Omission of verb

The following table shows omission error of verb.

Table 4. Table Shows Omission Error Of Direct Object

Error Sentences	Corrections
(1) <i>He _ _ drink in the river</i>	<i>He <b>wanted</b> to drink in the river</i>
(2) <i>"I will _ in my leg and find out whether the water is warm or not"</i>	<i>"I will <b>put</b> in my leg and find out whether the water is warm or not"</i>
(3) <i>The next day, mousedeer _ so hungry</i>	<i>The next day, mousedeer <b>was</b> so hungry</i>
(4) <i>He thought hard and _ smart</i>	<i>He thought hard and <b>got smart idea</b></i>

### 3.1.1.5 Omission of pronoun

The following table shows omission error of pronoun

Table 5. Table Shows Omission Error Of Pronoun

Error Sentences	Corrections
(1) <i>Mouse deer knew in the river there are crocodiles</i>	<i>Mouse deer knew <b>that there were crocodiles in the river</b></i>

### 3.1.1.6 Omission of noun

The following table shows omission error of noun

Table 6. Table Shows Omission Error Of Noun

Error Sentences	Corrections
(1) <i>__ took a wood stick and put in the river</i>	<i><b>The mousedeer</b> took a wood stick and put in the river</i>

### 3.1.1.7 Misformation of irregular verb

The following table shows misformation of irregular verb.

Table 7. Table Shows Misformation Of Irregular Verb

Error Sentences	Corrections
(1) <i>There were a mouse deer live jungle</i>	<i>There <b>was</b> a mouse deer <b>lived</b> in the jungle</i>
(2) <i>There were a mouse deer live in the jungle</i>	<i>There <b>was</b> a mouse deer <b>lived</b> in the jungle</i>
(3) <i>The mouse deer live around wood</i>	<i>The mouse deer <b>lived</b> around <b>the jungle</b></i>
(4) <i>And he come to the river</i>	<i>And he <b>came</b> to the river</i>
(5) <i>He know that crocodiles were staying and waiting for him</i>	<i>He <b>knew</b> that crocodiles were staying and waiting for him</i>
(6) <i>Mousedeer take a woods stick</i>	<i>Mousedeer <b>took</b> a woodstick</i>
(7) <i>Then the mousedeer see grass across the river</i>	<i>Then the mousedeer <b>saw</b> grass across the river</i>
(8) <i>Mouse deer have idea who bright then</i>	<i>Mouse deer <b>thought hard and got bright idea</b></i>
(9) <i>The mousedeer find a bright idea</i>	<i>The mousedeer <b>found</b> a bright idea</i>
(10) <i>Mouse deer jumped on the crocodile's back with accounting</i>	<i>Mouse deer jumped on the crocodile's back with <b>counted</b></i>
(11) <i>The mouse deer jump on the crocodile with count them</i>	<i>The mouse deer jumped on the crocodile with <b>counted</b> them</i>
(12) <i>Finish accounting, mouse deer say good bye to the crocodiles</i>	<i>Finish <b>counted</b>, mouse deer say good bye to the crocodiles</i>

Error Sentences	Corrections
(13) <i>The mouse deer filesst thirsty</i>	<i>The mouse deer <b>felt</b> thirsty</i>

### 3.1.1.8 Misformation of regular verb

The following table shows misformation of regular verb.

Table 8. Table Shows Misformation Of Regular Verb

Error Sentences	Corrections
(1) <i>He want to the river to drink</i>	<i>He <b>wanted</b> to the river to drink</i>
(2) <i>He want to the river to drinks</i>	<i>He <b>wanted</b> to the river to <b>drink</b></i>
(3) <i>But, mouse deer must accounting crocodiles</i>	<i>But, mouse deer must <b>counted</b> crocodiles</i>
(4) <i>Surely a crocodile grabbeg the woodstick</i>	<i>Surely a crocodile <b>grabbed</b> the woodstick</i>
(5) <i>He livet _ river</i>	<i>He <b>lived</b> near a river</i>

### 3.1.1.9 Misformation of to be

The following table shows misformation of to be

Table 9. Table Shows Misformation Of To Be

Error Sentences	Corrections
(1) <i>Mouse deer knew in the river there are crocodiles</i>	<i>Mouse deer knew in the river there <b>were</b> crocodiles</i>
(2) <i>Mouse deer knew that there is crocodiles</i>	<i>Mouse deer knew that there <b>were</b> crocodiles</i>
(3) <i>The mouse deer is thirsty</i>	<i>The mouse deer <b>was</b> thirsty</i>
(4) <i>The mouse deer is thirst</i>	<i>The mouse deer <b>was</b> <b>thirsty</b></i>
(5) <i>One day, there is animal named mouse deer and crocodile</i>	<i>One day, there <b>was</b> animal named mouse deer and crocodile</i>

### 3.1.1.10 Misformation of plural subject

The following table shows misformation of plural subject.

Table 10. Table Shows Misformation Of Plural Subject

Error Sentences	Corrections
(1) <i>And the crocodile's line up in the river</i>	<i>And the <b>crocodiles</b> line up in the river</i>

### 3.1.1.11 Misordering

Misordering is incorrect placement of morpheme and morpheme groups in utterances.

Table 11. Misordering

Error Sentences	Corrections
(1) <i>Is animal named mouse deer</i>	<i><b>There was</b> animal named mouse deer</i>
(2) <i>To bee alive animal that is mouse deer and crocodile</i>	<i><b>there was animal named mouse deer and crocodile</b></i>
(3) <i>To come four to drink and food</i>	<i><b>He came to the river to eat and drink</b></i>
(4) <i>But he knew that crocodile were</i>	<i>But he knew that <b>there were crocodiles</b></i>
(5) <i>Time those mouse deer to fell hungry</i>	<i><b>On the following day, the mouse deer was hungry</b></i>
(6) <i>Eating mouse deer grass green itself</i>	<i><b>The mouse deer ate green grass</b></i>
(7) <i>And you dont poison to see each</i>	<i><b>Can't you see the difference between a wood stick and a leg</b></i>
(8) <i>He wanted to eat grass fresh</i>	<i><b>He wanted to eat fresh grass</b></i>

### 3.1.2 Frequency and Percentage of Error

The highest error made by the eighth grade students of Muhammadiyah 1 Kartasura Middle School in writing narrative text was in the misformation of irregular verb with 42 errors and had an error percentage of 32.5%. It could be said that the majority of students experienced errors in choosing, finding and using irregular verb correctly.

Table 12. Frequency and Percentage of Error

No.	Kinds of Errors	Frequency	Percentage
1	Omission of article	25	19,4%
2	Omission of preposition	5	3,8%
3	Omission of direct object	1	0,8%
4	Omission of verb	9	7%
5	Omission of pronoun	1	0,8%
6	Omission of noun	1	0,8%
7	Misordering	22	17%
<b>8</b>	<b>Misformation of irregular verb</b>	<b>42</b>	<b>32,5%</b>
9	Misformation of regular verb	13	10,1%
10	Misformation of to be	9	7%
11	Misformation of plural subject	1	0,8%
	<b>TOTAL</b>	<b>129</b>	<b>100%</b>

### 3.1.3 The Causes of Error

There are several causes that arise when students make narrative texts, including lack of understanding of grammar, lack of student's knowledge of narrative text, lack of student's vocabulary in writing a narrative text and the tendency to use Indonesian rather than English.

#### 3.1.3.1. Lack of understanding of grammar

Most students still don't understand grammar which must be used in writing narrative text, they still use simple present tense like *to be* and *v1*, for example (*The mouse deer live around wood, and he come to the river*)

#### 3.1.3.2. Lack of students' knowledge of narrative text

This can occur in the lack of understanding about the generic structure used in writing narrative text where narrative text should consist of orientation, compilation, sequence and resolution, for example there are some students who do not use orientation and resolution in write narrative text.

#### 3.1.3.3. The lack of student vocabulary in writing a narrative text

Due to the lack of vocabulary they have, some students do not use words that are used to make good and right sentences, for example (*He \_ \_ drinks in the river, he thought hard and \_ smart \_*)

#### 3.1.3.4. Tendency to use Indonesian rather than English

Most students still tend to write Indonesian even though they already use English. Some students still cannot change the structure of the word from Indonesian to English or still use the structure of the Indonesian language, for example (*Eating mouse deer green grass itself, he wanted to eat grass fresh*)

### **3.2 Discussion**

There were 42 omission errors consisting of 25 omission of articles with 19.4% error percentage, 5 omission of preposition with 3.8% error percentage, 1 omission of direct object with error percentage 0.8%, omission of verb as many as 9 with a percentage error of 7%, omission of pronoun as many as 1 with a percentage error of 0.8% and omission of noun as many as 1 with a percentage error of 0.8%. These errors occurred because most of the students always lack the words that should be included in the sentence that make the sentence incorrect.

There were 22 misordering errors with a percentage of 17% errors made by students in writing narrative text. This error occurred because they made the incorrect placement of morpheme and graphic groups in utterances so that the sentence produced was like Indonesian.

There were 65 misformation errors consisting of 42 misformation of irregular verb with 32.5% error percentage, 13 misformation of regular verb with 10.1% error percentage, 9 misformation of to be 9 with 7% error percentage, and misformation of plural subjects as much as 1 with a percentage error of 0.8%. This error occurred because the author was wrong in structure.

Students who learn English as a foreign language will surely find some obstacles or errors in both speaking and writing where both skills require a good understanding of the language.

Unlike Bryant's (1984) findings, this study found a large number of students who experienced limited vocabulary and their lack of awareness to search the dictionary and they only relied on their peers for questioning.

This study focuses on written skills where students were given a familiar story and they translated it from Indonesian into English. Many of the results obtained from the research conducted on the 8th-grade students of the Middle School where errors in writing are based on a lack of understanding of grammar, and also the lack of knowledge about the vocabulary used.

In the vocabulary itself, there were at least 7 mistakes made in writing the typo of the word. While the tenses used to focus on past tense because the material from the story or the problem is to retell past events.

Based on the problem statement, the researcher focused on dominant errors, what happens is that errors in the misformation section and more specifically on irregular use of verbs often occur errors. The irregular verb itself has changed for verb 2 and verb 3 while for the regular part of the verb students don't make too many errors just because of additions - at the end of the word.

After knowing the number of errors and classifying them, researchers used the results of research conducted by Atika Ahmar (2015) as researcher to compare the results and the frequency that occurred.

1. The Omission of the article in the research showed the number 25 while in the results of the research by Atika Ahmar which showed the number 46. This showed that students still often make errors by not writing the word article into a sentence. Example (*once upon \_ time*)
2. There are 5 omission errors of preposition in this study while in the previous study up to 30. This showed that most students made mistakes in not writing the preposition that shows the place. For example (*he lived \_ river*)
3. There is 1 omission error of direct object in this study different from previous studies which are found no errors in the omission of direct object. This occurred because students wrote sentences directly to objects without using an intermediary. (*The mousedeer used to go drink's*)
4. There are 9 omission errors of verb in this study different from previous studies which are found no errors in the omission of verb. This was because in writing essay sentences students were lacking writing verbs so that it was like an Indonesian sentence. Example (*He drink in the river*)
5. There is 1 omission error of pronoun in this study while in the previous study there is no omission of pronoun was found so that this time the research got a new error.
6. There is 1 omission error of noun in this study while in the previous research there are no omission of noun, so the research this time was different from previous studies
7. There are 22 Misordering errors in this study while in the different from previous study which are found up to 68. This was because in writing essays, students made error morpheme placement and sentence structure. For example (*is animal named mouse deer*)
8. Misformation of the irregular verb in this study was 42 in the beginning, whereas previous studies are found no errors. This was due to students' errors in writing essays, this error can be a structure in a sentence.
9. There are 13 of misformation of regular verb in this study while in the previous study there are no errors. This showed the difference in error analysis conducted

by current researchers and previous researchers, for example (*there were a jungle live mouse deer*)

10. There are 9 errors of misformation *to be* in this study while in the previous study there are no errors. This happened because *to be* used by students is out of sync with the tenses used, in this case, students should used was and were that mean its *past tense*, but there were still many students who used *to be* like (is, am and are), for example (*mouse deer knew that there is crocodile*)
11. There is 1 error misformation of plural subject in this study while there is not examined or found in previous studies. This happened because of a misuse of the plural subject that was done by the students. For example (*and the Crocodile's line up in the river*).

#### **4. CONCLUSION**

The percentage of errors produced by the eighth grade students of SMP MUHAMMADIYAH 1 KARTASURA when writing Narrative text showed that errors that often occur and are done by students were misformation of irregular verb with a percentage of 32.5% followed by omission of article with a percentage of 19.4% and misordering errors with a percentage of 17%.

Based on the data above, the majority of 8th-grade students at SMP MUHAMMADIYAH 1 KARTASURA still made many errors on understanding the grammar, choosing the vocabulary on writing narrative and changing the word from native language to the target language. The reason for this might be because the student was still not too familiar with the past tense material which results in using the wrong word in writing narrative text.

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