CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as an international language is used to interact between people from many different countries. According to Brumfit in Arumawati (2018) language is often used in various countries as a way to interact or communicate with other people is english. There are several aspects of human life such as education, technology, and so on using english is the simplest way to communicate with other people from other nations. English is another language that is taught in schools, for example in Indonesia. English is taught at school from elementary school until university students. The purpose of learning english in every school is so that every student can understand english language skills, namely: reading, speaking, listening, and writing.

Writing is one of the most difficult ability to master and learn among the four skills in english because writing needs good skills. Students must be able to generate ideas and put them into good writing when learning to write. According to Troia (2014: 30) Writing is the process of finding ideas, finding ways to convey those ideas, and arrange those ideas into a paragraph or text that is easy to read and easily understood by the reader. Author must have a good ability to convey his writings in the grammatical and structural rules of the languange. Writing can be divided into several types, such as description, exposition, argumentation, and narrative. Each type of writing has different forms, tenses, and purposes.

From various types of writing, the researcher focuses on narrative text. According to Anderson in Susilawati (2017) Narrative text is an essay that

simultaneously provides information to readers and listeners. Narrative text presents a sequence of events in chronological order. Events can really happen or just illusion. The sentences in a narrative text are usually written to amuse the reader. The aim of narrative text, apart from entertaining, is to give the reader experience, increase knowledge, information, and insight to the reader. Students must pay attention to the simple past tense of the verb while creating narrative text because it is written in the past tense of the verb. A very important component in writing narrative text in this context is the simple past tense.

In writing, we must know the rules of grammar to make correct sentences. Unfortunately, many students in Indonesia still difficult to mastered the rules of english grammar even though they have learned english from elementary school. Based on observation of researcher at eighth grade student of SMP Negeri 2 Pollung, most students have difficulty writing text in english specially when using simple past tense.

For example: Once upon a time, there was a giant *life* in the jungle.

The correct sentence should be: Once upon a time, there was a giant *lived* in the jungle (verb in the sentence should be in the past form namely *lived*).

Errors and mistakes are normal in learning. Teacher needs pay much attention to student errors and analyze them in order to avoid students from repeating the same errors also an analysis can be used as a guide so that the teacher will know which parts have the most error so that teacher can spend more time in teaching that   part.

Based on the reason above, researcher is interested in doing study entitled *"An Error Analysis of Using Verb Form on Writing Narrative Text at Eighth Grade Students of SMP N 2 Pollung".*

1.2 The Identification Problems of the study

Based on the background above, the researcher's problems can be identified as follows:

1. Students are not able to write narrative text caused they don't understand using verb form of simple past tense.

2. The results of students' writing are not accordance to categories in narrative text.

3. There are the types of errors are found in students writing narrative text at eighth grade of SMP N 2 Pollung.

4. There is the dominant error found in students writing narrative text at eighth grade of SMP N 2 Pollung.

1.3 The Problem of the Study

According to the background above, the researcher formulates the problem as follow:

1. What are types of errors in using verb form of simple past on writing narrative text at eighth grade students of SMP N 2 Pollung?

2. What is the dominant error in using verb form of simple past on writing narrative text at eighth grade students of SMP N 2 Pollung?

1.4 The Objective of the Study

Based on the problems of study above, the researcher formulates the objectives of study as follow:

1. To find out the types of errors in using verb form of simple past on writing narrative text at eighth grade students of SMP N 2 Pollung.

2. To find out the dominant errors in using verb form of simple past on writing narrative text at eighth grade students of SMP N 2 Pollung.

1.5 The Scope of the Study

There are several mistakes that will be made by students in writing narrative texts. Dulay, Burt and Krashen (2013:14) state that there are four types of errors, namely: communicative effect taxonomy, comparative taxonomy, linguistic category and surface strategy taxonomy. There are four types of errors based on surface strategy taxonomy; they are addition, misformation, misordering and omission.

In this study the researcher will be focuses on errors analysis of using verb form of simple past in writing narrative text at eighth grade students of SMP N 2 Pollung. The limitation of this study is to analyze students' errors in writing narrative text that focus on the use of simple past tense, especially the use of to be (was, were) and verb tense (regular, irregular verb) by using the theory of surface strategy taxonomy.

1.6 The Significance of the Study

The study's findings are expected to be relevant for:

1. **Practically**

   a) For teachers

   1. Teacher will be able to correct students' errors in writing narrative texts.

2. Teacher can find out students' dominant errors in writing narrative texts.

b) For students

1. Students can improve their writing skills, especially in writing narrative text.

2. Students can find out their errors in writing narrative text.

2. Theoretically

The study's findings can be used as a resource and input by students and teachers while creating narrative texts. Hopefully, this study can provide improvements for students and teachers in learning writing narrative text.

1.7 Theoretical Framework

The researcher include several theories from experts to support this research, the theories of experts used are from: Anderson (2017), Azar (2021) Brumfit (2018), Dulay, Burt and Krashen (2013:14) and Troia (2014: 30).

1.8 Key Terms

To define key terms used in this research, several definitions are presented:

1. Error Analysis

Error analysis is a way for analyzing mistakes made by students when writing a paragraph or essay. Dulay, Burt and Krashen (2013:14) state that there are four types of errors, namely: communicative effect taxonomy, comparative taxonomy, linguistic category and surface strategy taxonomy. There are four types of errors based on surface strategy taxonomy; they are addition, misordering, misformation and omission.

2. Writing

Writing is a way of expressing ideas, thoughts, and opinions in written form. According to Troia (2014: 30) writing is the process of generating ideas, finding of ways how to convey them, and organizing them into readable paragraphs that are easily understood by readers.

3. Narrative Text

Narrative text is an essay that presents a sequence of events in chronological order. Events or events can really happen or just imaginary. Generally, the sentences in narrative text aim to amuse the reader. Anderson in Susilawati (2017) Narrative text is an essay that simultaneously provides information to readers and listeners

4. Verb Form of Simple Past

Verb in english describe an action or activity performed by the subject of the sentence. There are several types of verb forms, in this study the verbs used focus on V2 (simple past). According to Azar in Supraba (2021) Simple past is used to talk about activities or situations that begins and ends in the past. For example: last night, yesterday, three days ago, one week ago, two months ago, one year ago, a thousand years ago.

CHAPTER II

REVIEW OF LITERATURE

2.1 Writing

Writing is an important fundamental ability that everyone should have. Besides, everyone should be able to write well in english. According to Langan (2011), writing is actually a skill that grows as a result of constant practice. Writing skills are carried out productively and expressively so that writers must have the ability to use correct vocabulary, grammar, and language structure so that the results of their writing can be understood by those who read them.

In addition, through the writings we can share knowledge and information with readers. We not only explain our thoughts, but we also need to write paragraphs correctly and precisely. If compared to other skills, writing is an ability that is quite difficult because at the time of writing we really need full focus to choose an interesting topic and the writing must also be correct according to the grammar in English. Another difficulty besides finding interesting topics is to organize the ideas that are in our minds and make them into a text that is easily understood by readers.

According to Albesher (2012) writing is a way to producing words and expressing ideas, opinions, and feelings. Writing is a way of conveying ideas, opinions, feelings, and thoughts to others through the use combinations of alphabets so that others can understand. Writers should pay attention to grammar, accurate spelling, meaningful punctuation, connecting ideas and information of all sentences to develop the topic. It means, the writer must arrange the sentences into

one complete text so that with a good and complete text we can successfully communicate with the reader through writing.

In addition, Tarigan (2011:3) defines that writing ability is one of the expressive and productive writing is language skills used to communicate indirectly and indirectly face to face with the other people. Moreover, Abbas (2015) says that writing is an ability to convey ideas, opinions, feelings and messages to other people or readers through written language. Writing can have a function to provide information to readers, entertain, or create a literary work.

Based on some of the explanations of the experts above, the researcher concludes that writing is the ability to express ideas, feelings, or opinions and arrange these ideas into good paragraphs that can be understood by people who read. Through writing people can communicate with other people in written form to deliver information, contents, purposes and suggestions. It is also good process and creative process to create ideas to reader.

2.1.1 The Purpose of writing

According to Grenville in Mustafa (2016) the purpose of writing is divided into three parts, namely: to entertain the reader, influence the reader and provide information to the reader.

1. To Entertain

   Entertaining is the function and purpose of communication through writing. Because there are several literature work that aims to entertain the reader, such as short stories, novels or other funny stories. That is, a writer must be creative to make the reader laugh through a piece of writing.

2. To inform

   Writing aims to provide information to readers. So that readers can get new insights and knowledge from the writing. Examples of this informational writing to provide facts, places, science, business topics, school, events, college instructions, and essays found in newspapers.

3. To Persuade

   In this type of writing, author aims to influence the thoughts of others by using our writing. To persuade in this context means making others believe. The function of this article is certainly to convince others to believe the same opinion, sometimes it is also used to get other people to do something. Persuasive text has many forms. Examples are letters, advertising leaflets and articles.

   Based on the explanation above, the researcher can conclude that the purpose of writing is to tell a story or communicate with the reader to entertain. Writing can also provide some information or explain something to the reader. In addition, writing also aims to try to convince others to do or believe something through a writing made by the author.

2.1.2 The Types of Writing

   Writing is a common thing to do. There are several types of writing where each writing have different meaning and purpose. According to Callella in Rahmawati (2020), writing is divided into four types, namely expository writing, descriptive writing, narrative writing, and persuasive writing.

1. Expository Writing

Expository writing is to clarify, inform, explain, educate, or evaluate a problem. The author intends to provide information or give instructions to the reader. Usually, expository writing contains factual sentences that correspond to reality. The author also adds opinions to his writings for readers. This text aims to convince the reader about a problem, and is argumentative in nature. An example of expository writing is a "How-to" article, in which the author explains how to do or build something.

2. Descriptive Writing

This writing usually contains sentences that describe an object (object or living creature), so that the reader gets the impression as if they can see, hear, and feel the object. For this reason, the author must use good language in order to describe the object in detail. Descriptive writing can sometimes be poetic and describes things in great detail. When reading descriptive writing, you will feel you are there or can actually imagine in your mind what they are describing. Metaphors, similes, and symbols are often used in descriptive writing. The purpose of descriptive writing is to tell about an object by describing its features without including personal opinion. Examples of descriptive text are descriptions of a place, descriptions of people, descriptions of animals, descriptions of plants and descriptions of other things.

3. Narrative writing

Narrative writing is an essay that presents a series of events in chronological order. Events can really happen or just imaginary. In

general, sentences in narrative text aim to entertain the reader. Narrative text also provides readers with knowledge about a story, be it fiction or non-fiction. The purpose of narrative text besides entertaining is to provide an aesthetic experience to the reader, increase the knowledge, information, and insight of the reader. Examples of narrative texts are short stories, novels, and inspirational stories about one's life struggles. Many inspirational stories are usually written and read by people because they have a positive influence for readers to follow. Types of narrative text in short stories or fiction novels can be various, such as fables, folklore myths, legends, folklore and fairy tales.

4. Persuasive Writing

Persuasive writing is a type of writing that aims to convincing people of the author's opinion. In addition to standard writing skills, persuasive essay writers can also use personal experiences, logical arguments, emotional appeal, and compelling speeches to influence readers. Persuasive writing and its techniques and strategies are different from other writings. In a persuasive writing, it is not enough to just inform but also to convincing the people that the author's way of thinking is the best.

2.2 Errors and Errors Analysis

In the process of learning to make mistakes is common. Ancker (2011) states that making errors or making mistakes is a normal process of learn and should be considered as part of understanding. Students can often make mistakes in any learning process. When learning, making errors are normal and unavoidable. Despite your best efforts, mistakes always happen. Mistakes in the learning

process are deviations from students who do not understand the correct and good rules of the language. Errors in learning process are deviations made by students who do not understand the correct and good language rules.

In addition, Jabeen, Bharam and Muhammad (2015:53) stated that error is the result of student' inability to learn the language and linguistics incompetency of the learners as well as the errors cannot be self-corrected. According to Harmawati (2012), error is a sign from learners that they are not competent yet in the target language. When the learners have not learned something correctly, they will consistently make errors unconsciously. Therefore, they need others to point out the errors and correct them.

Error analysis is a tool that researchers can use to check for grammatical errors produced by students, particularly when using tenses in narrative text. Based on Brown in Nur (2017) making mistakes during the learning process is a fact. The errors made by these students can be observed, analyzed, and classified in a way that is usually called error analysis.

According to various explanations of error and error analysis above, the researcher conclude that errors are something that learners do when they learn a foreign language and it happens and errors occur because students don't fully understand the grammar rules, while error analysis is an observation of the types and causes of language errors, especially in the acquisition of a second language. Error analysis is used as a research tool to examine grammatical errors produced by   students.

2.2.1 Source of Errors

According to Brown in Wicaksono (2014) states that source of the errors a divided into four, they are interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual Transfer

   Interlingual transfer can called as primary language transfer because it causes errors in the learner's first language. The early stage of learning second language is particularly susceptible to interlanguage transfer from native language. At this first stage before learning to know the second language system, the first language is the only linguistic system previously understood by the learner.

   For example: *I lunch and go to park yesterday*.

   The sentence that must be written is: *I had lunch and went to park yesterday*.

2. Intralingual Transfer

   The most important aspect of learning a second language is intralingual transfer. Intralingual errors caused from imperfect language. For example, students try to use two tenses simultaneously in a sentence because the learner has not mastered the rules of grammar. Intralingual occurs as a result of trying to make hypotheses and concepts about the target language based on the results of their experience which is still quite limited. Maybe students make errors for various reasons.

   For example: *She goed to school*, the example shows that over generalization or negative intralingual transfer performed by student because student over generate rule in the wrong idea.

3. Context of Learning

   The learning context is also a source of error. In this context of learning, the source of error is strongly influenced by the teacher, the situation in the classroom, and also from the textbook. Students can make mistakes by misinterpreting explanation from the teacher. In addition, the presentation or structure of the word presentation is wrong in the textbook can be a reason for the learner to make mistakes. Memorizing a pattern in practice but not correctly contextual information can mislead them into making mistakes.

4. Communication Strategies

   Learning styles are related to communication strategies. Every student should have his own way of learning a language to improve his ability, but this strategy can be the cause of errors. A communication strategy is the conscious use of nonverbal or verbal mechanisms to communicate ideas when an appropriate linguistic form for some reason is not available to the learner at some point in the communication.

According to definition above, researcher conclude that there are several causes or sources that can mislead the target language students make mistakes. Those sources are mother tongue interference for target language, learner disability, learning environment, and personal learning strategies.

2.2.2 Types of Errors

In this study, researchers used the theory of Dulay (2013: 14). Dulay identify that errors are divided into four types according to surface strategy taxonomy namely omission, addition, misformation and misordering.

1. **Omission**

An omission error is defined as the absence of a must-have item in a sentence well. That means, students make incomplete sentences by eliminating important words in the sentence.

For example:

1) She in the police office yesterday

   It should be: She *was* in the police office yesterday

2) My sister clever math

   It should be: My sister *is* clever in math

The sentence above is not correct because there is an omission of "to be" in the sentence so that the sentence becomes ungrammatical.

2. **Addition**

Addition is the use of unnecessary items in the sentence. The addition here means that there are items that are not important in certain sentences.

For example:

Error: He doesn't *knows* her house.

It should be: He doesn't *know* her house

In the sentence above, the subject "he" is correct with add "doesn't". But the fault is in "knows" which is third person singular verb marker, should just "know" because it is already represented by "doesn't".

3. **Misformation**

Misformation is an incorrect form of a certain word or structure. Incorrect formation is indicated by the use of certain wrong forms morpheme or

structure. Learners may not pay attention to the correct structure of each sentence.

For example: The book is my mine

It should be: The book is mine

4. Misordering

Misordering is the misplacement of certain morphemes in a sentence. Errors in sorting are characterized by improper placement of morphemes or groups of morphemes.

Example:

Errors: He last night went to Singapore for vacation.

Correct: He went to Singapore last night for vacation.

2.3 Narrative Text

Rebecca (2010) states that narrative text is a type of text that tells a series of events in a chronological or interconnected system. Narrative text is text that presents a sequence of events in chronological order. Events can actually happen or just imaginary. Generally, the sentences in narrative text aim to entertain the reader.

Narrative texts are generally imaginative (not real) or in the form of the imagination of the author. In addition, McWhorter (2011) says that narrative text is one type of text that tells an event in a connected or chronological manner. Narrative text provides the reader's knowledge about a story, be it fiction or non-fiction. The aims of narrative texts, apart from entertaining are to give the reader experience, add knowledge, information, and insight to the reader.

2.3.1 Types of Narrative

Based on Keraf (2010) state that writing narrative texts is divided into two types, namely non-fiction narratives and fictional narratives.

1. Non-fiction Narrative

   Non-fiction narrative is an essay that tells real things, based on experience or observations. Something illustrated in non-fiction is based on reality. Examples of writing included in this narrative are history, biography (the story of a character), or autobiography (the story of the author's own experience).

2. Fiction Narrative

   A fictional narrative is a narrative that describes events or conditions that does not happen in real life. Fiction narrative is the opposite of non-fiction narrative, this writing is written based on the imagination and feelings of the author. Nevertheless, it still has something to do with human life because it also reflects human experiences, feelings, ideas, and so on. Examples of essay that are included in fictional narratives are dramas, myths, novels, and short stories.

2.3.2 Element of Narrative Text

In Aminah (2016) basically the generic structure of narrative text consists of three things, namely: orientation, complication, and resolution.Orientation

1. Orientation

   The first part of the structure of the narrative text is orientation or introduction. In this section, the author begins the story by introducing the characters and the setting of the events. Watkins (2005) says that all

stories, even simple ones require orientation. Orientation serves to tell the reader who is in the story, when the story takes place and where the action takes place.

2. Complication

This section contains the origin of the conflict. In this section, the author begins to narrate important events, which are the causes or triggers of conflict between characters. According to Anderson & Anderson (2003) states that complications are the trigger for a problem. In this section the narrator tells us about something that will start the chain of events.

3. Resolution

The resolution section contains the peak of the conflict. In this section, the author describes the core problems faced by the characters and how to highlight them. So in this section the conflict begins to decrease and can be resolved. This means that cases are solved for better or worse, but are usually rarely left unresolved even though certain types of narratives leave us confused and wondering "How did the story end?"

2.3.3 Grammatical Features of Narrative

According Anderson & Anderson in Wahyuni Amaliyyah Setti (2018) states that the grammatical characteristics contained in narrative texts are as follows:

1. Adjectives are to describe settings and stories.

2. Nouns are to identify certain places and characters in a story.

3. Verbs are to show the action that happened in the story.

4. Time is for connecting events and telling when they happened in a story.

2.3.4 The Generic Future of Narrative Text

We must know the general characteristic of narrative text if we want to make a good narrative text. By knowing the general characteristics of narrative text, paragraphs become systematic and interesting. Here are some generic characteristics of narratives based on Asmiyah's theory (2014):

a. **Characterization**

Character is an element that functions to explain the character of the figure in the story. The actor who must be present in the narrative text is the main character who plays an important role in and becomes the center of attention in the story. The main character can be told using the first, second or third person point of view.

b. **Point of View**

The function of point of view is to show the position of each character in a story. On the other hand, this element tells the reader about the function of the characters in the story. They are first person and third person. The first person point of view uses the subject "I" in the story. It means that the writer describes the main character of the story or the subject "I" using the writer to describe them self in the story if they make a story based on their experience. In addition, the third person point of view usually uses the name to describe the character or the author can use him. For example: Cinderella, Rapunzle, and Snow White.

c. **Theme**

Theme is an element that explains the topic or idea in the story. In narrative text, usually there is an event or problem that becomes the basis or core that will color the whole story from beginning to end.

d. **Plot**

Plot is the element that explains to the readers about the storyline from beginning to end. It can be said that the plot that regulates the relationship of events to events so that they are related to each other. The storyline in the narrative text is arranged chronologically according to the order of time.

2.4 Verb Form of Simple Past

According to Thompson & Martinet in Aminah (2016) states that simple past tense is a sentence that is used to express an event that happened in the end and ended or ended in the end as well. So, the past tense is used when you are telling a story in the present about past activities.

According to Azar in Supraba (2021) Simple past is used to talk about activities or situations that begins and ends in the past. For example: last night, yesterday, three days ago, one week ago, two months ago, one year ago, a thousand years ago. In addition, according to Martin in Umar (2018) simple past tense is the simplest tenses to talk about a complete event in the past.

Form:

(+) S + V2 + Complement

(-) S + did + not + V1 + Complement

(?) Did + S + V1 + Complement?

For xamples:

    (+) She studied three days ago

    (-) She did not study three days ago

    (?) Did she study three days ago?

2.5 Previous Research

This research can be carried out since it is connected to previous studies in the analysis of students in writing narrative text. As a result, we must conduct a study to see how other researcher analyzed the problem. There have been several studies done that are concerned to this study. There is some previous research that related to this study.

First, analysis of student error's in writing narrative text by Wahyuni Amaliyyah Setti (2018). In this study, the purpose of the study was to find out the kinds of error on the use of simple past tense in narrative text and dominant error made by the Third Semester of English Department Students at Muhammadiyah University of Makassar. The method of this study is descriptive research. The result of the study indicated that there are error that students made which were classified into four categories based on the surface strategy taxonomy namely omission, addition, misinformation and misordering.

Second, analysis of student error's in writing narrative text by Putri Mega Universitas Muhammadiyah (2017). In this study, the purpose of the study is to analyze of student's errors on the use of past tense in Narrative text based on the problem that students felt confused about using past tense in their writing especially Narrative text. The method of this study is descriptive qualitative. The

result show that the study found four types of errors: omission, addition, misformation, misodering.

Third, Analyzing the types of students' errors in writing by Dulay, Burt and Krashen (2013) categorize errors namely (linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy).The purpose of this study is to find out how students errors can occur. There are some common errors that are put forward and later the teacher will further analyze which types of errors are often made by students in writing narrative text. In this researcher's research findings, four types of errors are found in general: there are (linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy).

Fourth, research is conducted by Mutiara Novitasari (2021) entitled "An Error Analysis Of Using Simple Past Tense In Writing Narrative Text Based on Surface Strategi Taxonomy at the Nine Grade of First Semester at MTS Hasanuddin Teluk Betung Bandar Lampung". This study was conducted by using descriptive qualitative research method. Researcher found that error of Misformation is the most frequent error made by the ninth class of first semester at MTs Hasanuddin Teluk Betung Bandar Lampung.

Fifth, research is conducted by Aminah (2016). The study entitled "Error Analysis on the Use of Simple Past Tense in English Narrative Text Written by the Students of SMKN 1 Tengaran in the Academic Year of 2016/2017". The objectives of this study were to find out types of errors that occur on the use of simple past tense in English narrative text written by the students of SMKN 1 Tengaran. The result of this study showed that there are four types of errors that

occur; they are error of omission, error of addition, error of misordering and error of misformation.

Based on the description above, the researcher found similarities and differences in this study. The differences in this study and the five previous studies are in the scope of the study, the objectives of the study and the subject of the study. For the similarities, some of the previous study above and my study are focused in finding the kinds of errors in students writing use a surface strategy taxonomy.

2.6 Conceptual Framework

In conducting this research, the researchers created a conceptual framework using the following figure.
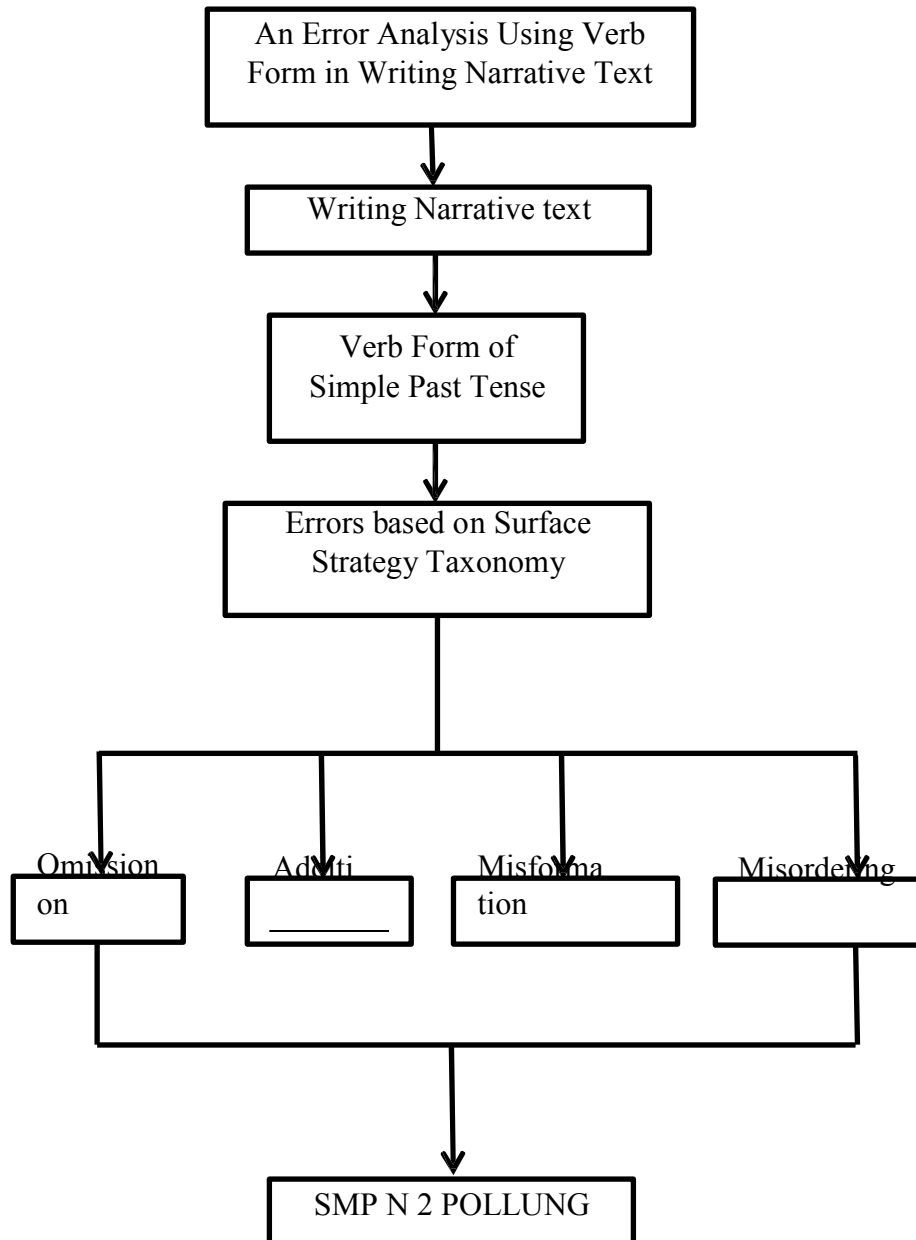

Figure 1 *Conceptual Framework of an Error Analysis of Using Verb Form in Writing Narrative Text.*

Based on the conceptual framework above, the researcher focuses on analyzing student errors in using the simple past tense in writing narrative texts. The researcher will give a written test and use error analysis to process it. Error analysis is used to identify the type of error, such as error of addition, error of misformation, error of misordering and error of omission. In addition, error analysis is also to find out the dominant mistakes made by students in the use of the simple past tense in narrative texts.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the research design used was descriptive qualitative. Thus, the researcher would find the types of errors using verb form of simple past tense that students made in writing narrative texts. Creswell (2018) defines qualitative research as research that is used to examine human and social problems. Where the researcher would report the results of the study based on the view of the data and analysis of the data found in the report, then described in the research report in detail. The goal of this research was to describe "types of errors" that students made at eighth grade of SMP N 2 Pollung.

3.2 Location and Time of the Research

This research conducted at SMP of class VIII by the academic year of 2021/2022. The location of this research was in Aek Nauli. The time of this research conducted on 18th July 2022.

3.3 Population

Creswell (2018) states that the population is all objects that will be used as a source of research data. The population was all eighth grade students in SMP N 2 Pollung, it consists of four classes.

3.4 Sample

According to Creswell (2018) sample is a subgroup of the target population that researchers study to generalize about the target population. So the sample in general can be said as a part or representative of the population to be studied.

Sample that researcher used in the study was students of class VIII-1 SMP N 2 Pollung. Total of student were 15 students.

3.5 Instrument of Collecting Data

An instrument was a tool that used for collecting the data. To collect the data, the researcher conducted writing test as the instrument to collect the data. Writing task was use to find out the types of errors in students "writing narrative text". The researcher asked the students to writing a narrative text.

3.6 The Procedure of Collecting the Data

Conducting research needs a process or some steps, the researcher did some procedures to respond the issues raised by the research to be conducted.

1. Setting up the instrument

   The researcher provides the instrument or tools used in the form of essays. The essay test was use by the researcher in collecting data so that the activity runs systematically.

2. Preparing tests for students

   The researcher prepared a test for students that would be used in obtaining data.

3. Giving students test

   Researchers give written tests to students to get the results of their abilities.

4. Collecting students' answers

   The researcher collected the results of student tests that have been to administered so that the researcher know the results of assessments that will   be   given.

3.7 The Technique of Analyzing Data

After collecting the data, the researcher analyzed it to achieve the intended objective. The researcher analyzed the data of the study with the following steps:

1. Reading students' writing

   In the written test that has been given, the researcher would read the results of the writing that has been done with the narrative text material.

2. Identifying errors

   The researcher identified the results of writing errors made by students, such as messy tenses, inappropriate grammar, and incorrect linguistic aspects. Things that are not related are done by underlining words and sentences that are categorizing as errors made by students.

3. Categorizing or classify error types

   Several types of errors made by students would be categorized into the types of errors by used theory of Dulay namely, surface strategy taxonomy.

4. Summing up the results

   The researcher provided conclusions from the results of writing that has been done by students with several types of errors. Then the researcher concluded the most dominant errors made by students.

3.8 Data Triangulation

In qualitative research, triangulation refers to the use of various methods or data sources to obtain a thorough understanding of events (1999 cited Carter 2014:1). Triangulation is an attempt to check the correctness of data or information obtained by researchers from various perspectives by reducing as

much as possible the bias that occurs during data collection and analysis. Triangulation has also been seen as a qualitative research approach for determining validity by combining data from several sources.

According to Denzin (in Carter 2014:1), there are four types of triangulation: triangulation method, investigator triangulation, theory triangulation, and data source triangulation. Triangulation method is the usage of different data collection methods for the same phenomenon (Polit & Beck 2012). In qualitative investigations, this kind of triangulation may involve interviews, observations, and field notes. Investigator triangulation is the presence of two or more researchers in the same study to provide multiple observations and conclusions. Theory triangulation is analyzing and interpreting data using many hypotheses. Different theories or hypotheses might help the researcher support or refute findings using this form of triangulation. Data source triangulation is the collection of data from several sorts of people, such as individuals, organizations, families, and communities, to gain numerous views and validate data. According to the explanation above, the researcher will collecting by using data source triangulation through information from a research document where to find the error in students writing narrative text at eighth grade of SMP N 2 Pollung.