ABSTRAK

Agung Alhadi Yuanda, 2024**, An Error Analysis on the Use of Simple Past Tense in Writing Narrative Text at Tenth Grade of Kuliner 1 SMKN 6 Padang, English Education Department Faculty Of Teacher Training And Education Universitas Putra Indonesia "YPTK" Padang.**

Tujuan penelitian ini adalah menganalisis jenis kesalahan yang dilakukan oleh siswa dalam menggunakan simple past tense dan untuk mengetahui jenis kesalahan yang paling sering dilakukan oleh siswa dalam menulis teks naratif. Peneliti menggunakan klasifikasi taksonomi strategi permukaan kesalahan dalam menganalisis tulisan naratif siswa. Taksonomi strategi permukaan telah membagi jenis kesalahan menjadi empat kelompok berbeda seperti misformation, omission, addition, dan misordering. Partisipan penelitian dipilih melalui metode purposive sampling, dan ada 29 siswa selama penelitian berlangsung. Untuk mendapatkan data yang diperlukan, peneliti menggunakan tiga instrumen penelitian yang berbeda seperti tes menulis, kuesioner, dan observasi. Hasil penelitian mengungkapkan bahwa ada banyak jenis kesalahan yang berbeda dalam tulisan siswa. Peneliti dapat megidentifikasi error yang ada pada tulisan narrative siswa, dan error tersebut berupa 81 atau 74% misformation error, 15 atau 14% omission error, 8 atau 7% addition errors, and 5 atau 5% misordering error. Sebagai tambahan, hasil dari kuisioner menunjukkan grup pertanyaan error misformation mendapatkan 86 respon positif, grup pertanyaan error omission mendapatkan 79 respon positif, grup pertanyaan error addition mendapatkan 83 respon positif, dan grup pertanyaan error misordering mendapatkan 82 respon positif. Berdasarkan hasil dari tes tertulis dan kuisioner, error misformation adalah jenis error yang paling sering dibuat oleh siswa.

Kata kunci: Analisa Error, Simple Past Tense, Surface Strategy Taxonomy, Menulis Naratif.

ABSTRACT

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The purpose of this research was to analyze the type of errors that the students make on using simple past tense and to find out the most frequent type of error that the students made in writing a narrative text. The researcher utilized surface strategy taxonomy classification of errors in analyzing the students' narrative writing. Surface strategy taxonomy has divided different types of errors into four different groups such as misformation, omission, addition, and misordering. The research participants were selected through purposive sampling method, and there were 29 students during the research. To obtain the necessary data, the researcher employed three different research instruments such as writing test, questionnaire, and observation. The results of the research revealed that there were many different kinds of errors in the students' writing. The researcher was able to identify those errors, and those errors were 81 or 74% misformation errors, 15 or 14% omission errors, 8 or 7% addition errors, and 5 or 5% misordering errors within the students' narrative writing. In addition, the questionnaire results reveal that the group of misformation error questions receives 86 positive responses, the group of omission error questions receives 79 positive responses, the group of addition error questions receives 83 positive responses, and the group of misordering error question receive positive responses. The results from the writing test and the questionnaire showed that misformation error was the most frequent type of errors made by the students.

Keyword: Errors Analysis, Simple Past Tense, Surface Strategy Taxonomy, Narrative Writing.