AN ANALYSIS OF STUDENTS` NARRATIVE WRITING ERRORS AT SMAN 1 TENGARAN

THESIS
Submitted in Partial Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
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TENGARAN

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AN ANALYSIS OF STUDENTS’ NARRATIVE WRITING ERRORS AT
SMAN 1 TENGARAN

Olivia Intan

ABSTRACT

Writing enables students to give a concrete form of their thoughts and opinions whilst enable others to read and understand that thoughts and opinion (Hyland, 2002). Narrative is one of the text types taught in high school. The purpose of teaching narrative is that the students can master this text both in written and spoken form. This descriptive qualitative research study attempts to answer the research question: “What kinds of errors did the students make in narrative writing?” It means the kind of errors the 10th Graders of SMAN 1 Tengaran make in their narrative writing. There were 30 students in the class that were chosen as main source of data collection, the students were asked to write narrative writing about their unforgettable experience but only ten random texts were chosen as the data. The result showed that the majority of errors committed were tenses-related error, with 45 errors (48.91%). It was followed by errors of spelling and punctuation with 28 errors (30.43%), sentences pattern with 12 errors (13.04%), preposition with 4 errors (4.34%) and pronoun with 3 errors (3.26%).

Keywords: Writing, Writing errors, narrative text
INTRODUCTION

Oxford Learner's Pocket Dictionary, (2008) stated that language is a system of sounds, words used by humans to communicate thoughts and feelings. This definition means that every people can use language to express everything that they feel, such as thought, emotion, ideas, and etc. There are four main skills in English, namely listening, speaking, reading, and writing. Writing is one of important skill in learning English as foreign language. Hyland (2002) said that writing could enable the students to express their ideas and put it into form that other people can read and understand. It means that every person can share their idea and can communicate with others in the written form. However, communicating through writing is considered more difficult to use than spoken form. As stated by Hadfield and Hadfield (1990), for teacher of foreign language, writing lesson has a difficulty for thr teachers and this is also true for their students. Writing requires the writer to be able to make their writing understandable without explaining and repeating it directly to the readers. That’s why, writing is one of four basic skills, it is very important in teaching and learning English and writing involves some language component (spelling, grammar, vocabulary, and punctuation).

In Indonesian schools, there are some types of text that should be learned by tenth graders, they are: Recount, Narrative, Procedural, News Item and Descriptive writings. There are some problems related to writing narrative text in general that some student may face such as inability of the students to understand about topic sentences and lack of vocabulary. The problem occured because they do not like
writing, not interested to write and read, and also, they might already have some ideas but unable to express it into their writing.

Based on the problem above, this research intends to find out: errors in narrative writing which made by students’ in writing narrative text at tenth grade of SMA Negeri 1 Tengaran. First of all, I hope this research can give advantages to other researcher who read this research and tried to do related researches in deeper, further and better techniques. Secondly, I want to help the students to have more knowledge about narrative writing. The last, this research hopefully can help students by giving valuable input about errors they encounter and how to overcome them.

**LITERATURE REVIEW**

In writing, student often makes some errors. It is normal because through errors they can learn something new and it can improve their writing later on. As Richard (1974) mentioned that learning without making errors is impossible. Lengo (2003) also mentioned that errors are believed to be an indicator of the learners’ stages in their target language development. Harmer (2007) states that there are three groups of grammatical mistakes, and the two of them are called slips, and error. It called “slip” when the students usually understand that they have made a mistake and able to correct them. On the other hand, error requires correction and explanation as learners do not have the language knowledge needed to correct these types of mistakes yet. Furthermore, the error can stem from two factors: the first factor comes from their L1 interference and as part of language development. In errors caused by
L1 interference, the student’s knowledge of their own language is used when unfamiliar structures in L2 appear to be familiar with a structure from their L1, causes problems in their L2 or FL production. On the contrary, developmental errors are produced by all language acquirers and learners in a natural language proficiency process (Harmer, 2007).

One way that can be used to find out students’ knowledge about English is by analyzing the students’ text/writing. Analyzing students’ text is very important to do because it can help English teachers to find out the students’ ability and difficulties in writing (Lock, 1996). Emilia (2010) also stated that research about analyzing students’ text is very important to do because by knowing the students’ difficulties, it can lead the teacher to help solve the students’ problems. So, this research is intended to find out tenth graders’ difficulties in narrative writing by analyzing the students’ final product.

The Types of Errors

A. Lexical Errors

The language that produced by students of foreign language almost inevitably contains errors of various types (Hemchua et.al 2006; Shalaby, 2009). This is the fact in the process of English learning, especially in learning English as a foreign language.
B. Syntactical Errors

A syntactical error means that students use Indonesian structure when they write sentences. Syntactical errors consist of the use of various elements of Indonesian grammar to convey the intended meanings in English (Basri & Aampa, 2013). There are some types of syntactical errors, as cited in Ngangbam (2016) such as: sentence pattern, tenses, pronoun, preposition, spelling and punctuation.

C. Sentence Pattern

Subject is the word that tells who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O) (Ngangbam, 2016). This means that the Subject comes before the Verb, which comes before the Object.

Examples:

Birds flew
(S)    (V)

The baby cried
(S)    (V)

The student needs a pen
(S)    (V)    (O)

My friend enjoyed the party
(S)    (V)    (O)
According to Ngangbam (2016), verb is a word or phrase that describes an action, condition or experience.

**D. Tenses**

Tense in English identifies when an event happens or describes a state. In narrative writing the simple past used to indicates that an activity or situation began and ended at a particular time in the past (Ngangbam, 2016).

For example:

“When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud “pop!” Even my friends heard it. The teachers called my parents, who came quickly...”

**E. Pronoun**

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase (Ngangbam, 2016).

**F. Preposition**

Preposition has been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and
condition, between their objects and other parts of the sentence. The following list illustrates the use of prepositional phrases to convey specific kinds of information:

- Place, position: across, after, against, among, around, at, before, behind, below, between. -- Direction: across, at, by way of, down, into, out of, to through, toward, up upon.
- Time: about, after, around, at before, by, during, from ... to, from ... until, in.
- Purpose, reason: for
- Possession: of

G. Punctuation and Spelling

According to Ngangbam (2016), punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out.

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell success with only one ‘s’, or colleague without an ‘a’. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word definitely, for example, the second ‘i’ sounds more like an ‘a’. It is important that students of English learn these differences. The bold letters in these words show you which parts of the words learners most often get
wrong. Correct spelling: Accommodation, which, government, beginning, definitely, successful, environment, advertisement, believe, colleague.

Definition of Narrative Text

Narrative is the text which is dominantly and frequently thought to the junior high schools and senior high schools students. Narrative text is a composition which tells about story. It can be factual and non-factual narrative text. According to Parera (1993) the most narrative text have characteristic to tell a story of an event or events in chronological order in which they occurred in time. Elliot (2005) also stated that narrative in the human sciences should be defined provisionally as discourse with a clear sequential order that connect events in a meaningful way for a definite audience and thus offer insight about the world and or people’s experience of it. Cintyre (2006) also has a same thought with Elliot. Her opinion about definition is narrative as basically a story, of happening or events, either real or imaginary which the narrator considers interesting or important. From those opinions, I conclude that narrative is a text focusing on specific participant, to entertain and written based on actual experience connecting sequences of events.

Previous Research

Herlinawati (2011) has done a research related to my research about an analysis error in writing. The writer did this research to find out the most type of common errors made by the third grade students in making simple past tense in
narrative writing at MTsN Pajajaran Pamulang. The writer used the descriptive qualitative method and used the procedures of error analysis itself. To know the result of the test, the writer made the table of student errors that are taken from the data analysis. From the calculation of the data, the errors of misinformation area are the most frequent errors in which the third grade students at MTsN Pajajaran Pamulang committed with 144 error in regular verb. Moreover, it is followed by errors of misinformation with 38 errors, addition with 20 errors, omission with 43 errors and disordering with 43 errors. It is also followed by errors in addition are 5 errors, omission with 20 errors, .15 errors by disordering and 63 errors in misinformation.

Other researcher that has the same research about writing is Siahaan (2013), she intended to find out tenth graders’ ability and difficulties in writing narrative text by analyzing the students’ text. This study used case study. This study was conducted in a class of tenth grader students of one senior high school in Bandung, but only nine students were chosen as the participants. The nine students were selected based on the level of their English proficiency in writing Narrative text they produced. The nine students were categorized into: low, middle and high achievers. From the text analysis, it is revealed that the students from middle and high achievers have good control about the schematic structure of narrative text. In terms of linguistic features, almost all the students have ability in implementing the linguistic features in the text they wrote. In terms of transitivity process, all the students showed their good ability in applying it, but middle and high achievers showed better ability in using processes.
THE STUDY

This study I use descriptive research. Actually, this study tried to discover the answer to the research question:”What kinds of errors did the student’s make in narrative writing?”

Context of the study

This research is held at SMAN 1 Tengaran which located in Tengaran, Kembangsari, Kabupaten Semarang. There are some reasons for choosing this school as the research site. The first one is that the school is locally well-known in the town. The school also gives some narrative writing assignment to students. The other reason is the accessibility because the school can be reached easily so, it will be easier to cope with administrative matters for conducting research in that school.

Participants

The participants in this research are tenth grader at SMAN 1 Tengaran. I choose the tenth grader as the participant, because I think that tenth grader is the transitions from junior high school to senior high school. To get the data of this research is I give task in writing narrative text at tenth grade SMA Negeri 1 Tengaran. I asked the students to write English narrative using simple past on a piece of paper and the topic was “unforgettable experience” which has been held by me. There were 30 students in one class but only ten writings were chosen as the participants. The ten writings were selected randomly.
Data Collection Procedure

I arranged the time for doing the writing task and I gave the task for the students’ class X1, then the students did the task in the classroom. The students were given 60 minutes for writing a narrative text about the students’ unforgettable experience in their life. The last, the students would submit their work.

Data Analysis Procedures

The procedure of data analysis was accumulated in the following data. My friend and I read all the paragraphs of narrative text made by the students. We also read the paragraphs intensively. After that, the data analysis will be done by collecting errors, identifying errors, classifying errors, and evaluating errors.

FINDINGS AND DISCUSSION

In this section, I would like to show the results which presented the students’ writing narrative text. The data of this study were narrative text for the first year students of senior high school in SMAN 1 Tengaran. Then, the instruments that used in collecting the data was students’ work. In the meeting, students were asked to compose narrative text about their unforgettable experience.

A. Findings

To know the errors, the writer made the table of student errors that were taken from the data analyses. Here was the tabulation of errors:
Table 1 Table of Student’s Errors

<table>
<thead>
<tr>
<th>Student</th>
<th>Sentences pattern</th>
<th>Tenses</th>
<th>Pronoun</th>
<th>Preposition</th>
<th>Spelling and punctuation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>7.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>8.</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>9.</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>10.</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>45</td>
<td>3</td>
<td>4</td>
<td>28</td>
<td>92</td>
</tr>
<tr>
<td>Percentage</td>
<td>13.04%</td>
<td>48.91%</td>
<td>3.26%</td>
<td>4.34%</td>
<td>30.43%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart 1 Percentage of Errors

Overall, from the calculation of the data, the errors of tenses were the most frequent errors in which the tenth grade students at SMA Negeri 1 Tengaran. It shows that tenses were the most error committed with 45 errors (48.91%), followed by errors of spelling and punctuation with 28 errors (30.43%), sentences pattern with 12
errors (13.04%), preposition with 4 errors (4.34%) and pronoun with 3 errors (3.26%).

**B. Discussion**

In the preceding explanation, the data were taken from 10 students’ writing. The writer classified the students’ errors in narrative writing. Then the writer focused on five areas: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling. Here were the explanations about the calculation and interpretation of the data kinds of errors.

The most errors in narrative writing which was made by tenth graders were tenses was totally 45 errors (48.91%) and the examples errors of tenses which was done by the students were:

Table 2 The examples of tenses errors

<table>
<thead>
<tr>
<th>The examples of errors</th>
<th>The correct form of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family and I break, and then we eat together.</td>
<td>ate</td>
</tr>
<tr>
<td>Serious we still need enjoyed situation.</td>
<td>needed to enjoy</td>
</tr>
<tr>
<td>Before we made the long trip back we decide to paddle our feet in the water for a while, and then sit down for a rest.</td>
<td>decided</td>
</tr>
<tr>
<td>The next day, we explore the jungle</td>
<td>explored</td>
</tr>
<tr>
<td>We play the water and changing clothes.</td>
<td>played, changed</td>
</tr>
</tbody>
</table>
The second kinds of errors which done by tenth grader were spelling and punctuation were totally 28 errors (30.43%). The example errors of spelling and punctuation which done by the student were:

Table 3 The examples of spelling errors

<table>
<thead>
<tr>
<th>The examples of errors</th>
<th>The correct form of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>At night we held a fire camp night we sang, dance, joke, and <em>laughed</em> together.</td>
<td>laugh</td>
</tr>
<tr>
<td>We <em>arrived</em> on beach it wasn’t too day light, the sun wasn’t too hot.</td>
<td><em>Arrived</em></td>
</tr>
<tr>
<td>....and that experience will be <em>unforgettable</em> experience for me.</td>
<td><em>Unforgettable</em></td>
</tr>
<tr>
<td>Next, I ran out of the house to get the publik car, but I missed it.</td>
<td><em>Public</em></td>
</tr>
<tr>
<td>I went for <em>swiming</em></td>
<td><em>swimming</em></td>
</tr>
</tbody>
</table>

Table 4 The examples of punctuation errors

<table>
<thead>
<tr>
<th>The examples of errors</th>
<th>The correct form of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>After that, my uncle teaches me how to catch the fish.</td>
<td>After that, my uncle teaches me how to catch the fish.</td>
</tr>
<tr>
<td>There we do not just play the water but we also play sand, surf dam up the banana boat.</td>
<td>There we do not just play the water but we also play sand (and) surf dam up the banana boat.</td>
</tr>
<tr>
<td>I and my brother _ Luky played on the sand we made palace from the sand.</td>
<td>I and my brother, Luky played on the sand we made palace from the sand.</td>
</tr>
<tr>
<td>We are very happy, and that experience will be unforgettable</td>
<td>We are very happy and that experience will be unforgettable</td>
</tr>
</tbody>
</table>
The next kind of errors from 10 writings who became the sample, there were 12 errors (13.04%) occurred in sentence pattern area. The example errors of sentence pattern which done by the student were:

Table 5 The examples of sentence pattern error

<table>
<thead>
<tr>
<th>The examples of errors</th>
<th>The correct form of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last holiday ___ with my sister went to Anyer beach.</td>
<td>my sister and I</td>
</tr>
<tr>
<td>After that we played games, sang and ___ shopping for souvenir.</td>
<td>went</td>
</tr>
<tr>
<td>At night, we ___ back to our car and were ready to go home.</td>
<td>went</td>
</tr>
<tr>
<td>We ___ very happy</td>
<td>were</td>
</tr>
<tr>
<td>My fishhook ___ very heavy..</td>
<td>Was</td>
</tr>
</tbody>
</table>

The other area of errors was preposition. There were 4 errors (4, 34%) from 10 writings who became participant. The examples of preposition error were:

- Next we went ___ look around
- We reached the camping ground with use car
- We went to the river ___ 9 a.m.
The last, there were pronoun. In this area, there was totally only 3 (3.26%) that occurred in 10 writings were selected randomly. The examples of errors in this area:

### Table 6 The examples of preposition error

<table>
<thead>
<tr>
<th>The examples of errors</th>
<th>The correct form of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>...went Anyer Beach __ look around</td>
<td>to</td>
</tr>
<tr>
<td>... with use car</td>
<td>by</td>
</tr>
<tr>
<td>... the river __ 9 a.m</td>
<td>at</td>
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<tr>
<td>...we get there using car.</td>
<td>by</td>
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</tbody>
</table>

Related to my concern in this study is to figure out the most frequently made errors by SMAN1 Tengaran’s students and the most frequently errors that made by the students was tense. The students of SMAN 1 Tengaran showed problems with the choice of tense regarding the use of simple present tense instead of simple past tense. It was supported by opinion from James (1998) which state that classification of errors and the wrong choice of aspect can be categorized as system simplification because students consider the correct choice of tense as enough to express the writer's perspective on the time of an event.
CONCLUSION

This study tried to answer the research question: “What kinds of errors did the students make in narrative writing?” In order to find out the kind of error made by the students, their writing was randomly chosen to be analyzed about the errors in their writing. Based on the explanation in the previous chapter, the most errors frequently made by the first year students of SMA Negeri 1 Tengaran in writing narrative text are in Tenses. The errors presented were around 45 errors (48.91%). Another frequent errors are in Spelling and Punctuation, which around 28 errors (30.43%) and the other errors were present in Sentence Pattern, 12 errors (13.04%), Preposition, 4 errors (4.34%), and the Pronoun 3 errors (3.26%). Moreover, some students were still having difficulties in expressing their ideas using the right sentence structure, even in simple past tense, thus made their sentence difficult to be understood.

The result of having those difficulties and errors make the readers unable to understand the point of the story the students were trying to tell. The conclusion that can be drawn is that the students in 10th grade of SMAN 1 Tengaran are not yet able to correctly write a narrative text using the correct language features.

There are some suggestions that aim to improve the teaching and learning process related to the narrative text writing. First, teachers should encourage the students` imagination so that they will be able to write even better. Secondly, the teaching of tenses should be revisited as the result of the study proved that the students made most error in this particular area. Lastly, teachers should also pay
attention to students` errors, to better understand students` weaknesses and also their strength and thus allow the teachers to devise better teaching plan related to this particular problem. These suggestions are given so that, hopefully, the errors in students` narrative writing can be decreased and thus lead to better result in their writing.

This study has answered the research question and has find out the kind of errors that students make in their narrative writing. However, there are some restraint that had to be made during the data collection thus this study only investigated ten participants. Further research on this topic can be conducted on bigger scale and involving more students to find out even more errors the students make in their narrative writing.
ACKNOWLEDGEMENT

My deepest gratitude is for God Almighty, for His blessing and guidance and never ending love. I would never be able to make it this far in my study without him guiding me.

This thesis would have never been completed without the help, support and attention from many great individuals. I wish to thank my two supervisors, Mrs. Anne Indrayanti Timotius, S.Pd, M.Ed and Joseph Ernest Mambu, Ph.D. who provided me with constructive criticisms and corrections, and their abundant knowledge and patience to help me finish my thesis.

My gratitude, love and eternal thanks would go to my beloved parents, my father, for his never ending support and constant push to finish my study. My sincerest gratitude also goes to my mother, whom unconditional love keeps me going through hardest of time, thank you for always listening and understanding me.

Thank you my dearest friends, who meant not only friends but also brothers and sisters to me. Arin, April, Mbak Bunga, Mas Dhika, Mas advent, Mas Dimas, Kak Cacing, Ninda and my teaching practicum team. Thank you for all the togetherness and memories. Special thanks to my participants for helping me finish my thesis. Many thanks to you, thanks for helping and supporting me from the very beginning to the end of my study.
REFERENCES


## APPENDIX

<table>
<thead>
<tr>
<th>No</th>
<th>Writing</th>
<th>Identification of Errors</th>
<th>Errors classifications</th>
<th>Reconstruction of Errors</th>
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<tbody>
<tr>
<td>1.</td>
<td>Last Sunday, my family and I went holiday to Lido in Sukabumi. Trip to there needed three hours. My family and I ___ break, and than we eat together. Next we went __ look around we. Next my niece and I went for swimming. Next we need up boat while enjoyed situation in lake but ____ rain, and than we failed. Serious we still need enjoyed situation in there but __ rain is heavy. Next, my family and I Go to home.</td>
<td>tense, spelling, tense, preposition, pronoun, spelling, tense, sentence pattern, tense, tense, preposition, tense, tense</td>
<td>Last Sunday, my family and I went holiday to Lido in Sukabumi. Trip to there needed three hours. My family and I had break, and then we ate together. Next we went to look around us. Next my niece and I went for swimming. Next we needed up boat while enjoyed situation in lake but it was rain, and then we failed. Serious we still needed to enjoy situation in there but the rain was heavy. Next, my family and I went to home.</td>
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<tr>
<td>2.</td>
<td>Last holiday __ with my sister went to Anyer beach. Journey go there for about three hours. during the trip, I along with my sister singing and we get there by car. After arriving there, we play the water and changing clothes. There we do not just play the water but we also play sand, surf dam up the banana boat. we finally decided to go home because it was already dark days. We come home to bring beautiful smile.</td>
<td>sentence pattern, tense, spelling, punctuation, tense, tense, spelling, tense, tense, tense, tense, tense, tense, tense, spelling, tense</td>
<td>Last holiday I with my sister went to Anyer Beach. Journey went there for about three hours. During the trip, I along with my sister sang and we got there by car. After arriving there, we played the water and changed clothes. There we did not just play the water but we also played sand, surfed dam up the banana boat. We finally decided to go home because it was already dark days. We came home to bring beautiful smile.</td>
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<tr>
<td>3.</td>
<td>Last month, my sister, my close friend, and I went to Pekan raya Jakarta. we wanted to see some performances From tradition of Jakarta. Next, we saw performance from some band senior from Indonesian. After that we played games, sang and ___ shopping for souvenir. At night, we ___ back to our car and ready to go home.</td>
<td>punctuation</td>
<td>Last month, my sister, my close friend, and I went to Pekan Raya Jakarta. We wanted to see some performances from tradition of Jakarta. Next, we saw performance from some band senior from Indonesian. After that we played games, sang and went shopping for souvenir. At night, we went back to our car and ready to go home.</td>
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<tr>
<td>4.</td>
<td>My day at the beach. Last week, my friend and I go to the beach on holidays. We went to beach by bus. We reached the Anyer Beach. After having a quick bath in the ocean, which was really cold, we realize one reason there were not many people there. It was also quite windy. After we bought ourselves some home chips at the take away store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We hold the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back we decide to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatted and it suddenly dawning. we should ride into the strong wind. After that we went back home.</td>
<td>tense, spelling, sentence pattern</td>
<td>My day at the beach. Last week, my friend and I went to the beach on holidays. We went to beach by bus. We reached the Anyer Beach. After having a quick bath in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought ourselves some home chips at the take away store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We held the wind behind us and before we knew it, we were many miles down the beach. Before we made the long trip back we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatted and it suddenly dawned. we should ride into the strong wind. After that we went back home.</td>
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<tr>
<td>5.</td>
<td>Went Camping</td>
<td>preposition</td>
<td>Last Friday, I and all students of SMAN 1 Tengaran went camping to Salib Putih. We reached the camping ground with a car. We built the camp between the trees. It was getting colder. The next day, we explored the jungle. We explored until 2 hours. At night we held a fire camp night we sang, dance, joke, and laughed together. On Sunday at 8 p.m we packed our tent hood, and our bags. At 9 p.m we got ready to go home. I’m very happy after went camping with all friends.</td>
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<tr>
<td></td>
<td></td>
<td>tense</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>spelling</td>
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<tr>
<td>No</td>
<td>Identification of Errors</td>
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<td>6.</td>
<td>Tour to Beach</td>
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</table>
|    | We went to tour on Sunday. Me and my family went to the beach and the road was zigzag. We passed the trees. We were very happy, on the way we was always the joke. We arrived on beach it wasn’t too day light, the sun wasn’t too hot, the sea was calm. Then sea wasn’t big, we walked on the beach. The wind of the sea blew was slowly. The trees of coconut flew of the leaf. It was beautiful of the beach. I and my brother Luky played on the sand we made palace from the sand. The beach was very impression. I was thank God that I could felt beauty of the beach. | pronoun | Tour to Beach
|    |                          | sentence pattern      | I and my family went to the beach and the road was zigzag. We passed the trees. We were very happy, on the way we was always the joke. We arrived on beach it wasn’t too day light, the sun wasn’t too hot, the sea was calm. Then sea wasn’t big, we walked on the beach. The wind of the sea blew was slowly. The trees of coconut flew of the leaf. It was beautiful of the beach. I and my brother Luky played on the sand we made palace from the sand. The beach was very impression. I was thank God that I could felt beauty of the beach. |
|    |                          | spelling              |                          |
|    |                          | tense                 |                          |
|    |                          | punctuation           |                          |
|    |                          | spelling              |                          |
|    |                          | sentence pattern      |                          |

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<td>7.</td>
<td>My Unforgetable Experience</td>
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<td></td>
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</table>
|    | Two years ago at Sunday. I with my classmate went to Sibolga beach. We went by Batang Pane Bus at eight o’clock a.m. we passed our trip about 2 hours. We arrived there at ten o’clock a.m. The first we ate together in beach. After that, we played in the beach such us played football, swam, built a sand castle, we looked for mussel, but we didn’t find that. Then we sang together with guitar, danced and took pictures with camera. The last, we take a bath before we back to home. We went back at five o’clock p.m. we are very happy, and that experience will be unforgettable experience for me. | spelling | My Unforgetable Experience
|    |                          | punctuation           | Two years ago at Sunday. I with my classmate went to Sibolga beach. We went by Batang Pane Bus at eight o’clock a.m. We passed our trip about 2 hours. We arrived there at ten o’clock a.m. The first we ate together in beach. After that, we played in the beach such us played football, swam, built a sand castle, we looked for mussel, but we didn’t find that. Then we sang together with guitar, danced and took pictures with camera. The last, we took a bath before we went back to home. |
|    |                          | spelling              |                          |
|    |                          | Tense                 |                          |
|    |                          | punctuation           |                          |
|    |                          | spelling              |                          |
|    |                          | sentence pattern      |                          |
|    |                          | spelling              |                          |
p.m. we were very happy, and that experience will be an unforgettable experience for me.

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<tr>
<td>8.</td>
<td>I have a terrible day when I am in Junior High School. First, I woke up an hour late because my alarm clock don't go off. Then, I have breakfast. After breakfast, I got dressed so quickly then I forget to wear socks. Next, I ran out of the house to get the publik car, but I missed it. I wanted to take public motorcycle, but I don't have enough money. Finally, I walk the 4 miles to my school. I hope I never have a day like that.</td>
<td>Tense, spelling, tense</td>
<td>I had a terrible day when I was in Junior High School. First, I woke up an hour late because my alarm clock didn't go off. Then, I had breakfast. After breakfast, I got dressed so quickly then I forgot to wear socks. Next, I ran out of the house to get the public car, but I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the 4 miles to my school. I hope I never had a day like that.</td>
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<tr>
<td>9.</td>
<td>Going fishing with uncle</td>
<td></td>
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<td></td>
<td>Last holiday, I went fishing with my uncle in the river near his house. He tells that the view there is beautiful. He taught me to do fishing. We went to the river at 9 a.m. in the river, there were also some people fishing. Then we sit between the trees. After that my uncle taught me how to catch the fish. When we are fishing, my fishhook was very heavy. I cannot hold the fishhook and then I fell into the river. I didn't know it was slippery. Then my uncle helped me reach to the grass. It was an unforgettable moment for me.</td>
<td>pronoun</td>
<td>Going fishing with uncle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tense</td>
<td>Last holiday, I went fishing with my uncle in the river near his house. He tells that the view there is beautiful. He teaches me to do fishing. We went to the river at 9 a.m. in the river, there were also some people fishing. Then we sit between the trees. After that my uncle teaches me how to catch the fish. When we were fishing, my fishhook was very heavy. I cannot hold the fishhook and then I fell into the river. I didn't know it was slippery. Then my uncle helped me reach to the grass. It was an unforgettable moment for me.</td>
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<tr>
<td>10.</td>
<td>MOS</td>
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<td></td>
<td>On Monday, 12 July 2010, I followed MOS at SMAN 1 Tengaran. Because I would be received as new student of SMAN 1 Tengaran. On the first day I followed MOS, I did not know my new friends. But on the second and third day I felt happy. Because I know my classmate although there was also a friend I don't like in class. After day I followed MOS, I got many new things especially new friends and new kind of senior class. OK that was my story.</td>
<td>tense</td>
<td>MOS</td>
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<td></td>
<td></td>
<td>sentence pattern</td>
<td>On Monday, 12 July 2010, I followed MOS at SMAN 1 Tengaran. Because I would be received as new student of SMAN 1 Tengaran. On the first day I followed MOS, I did not know my new friends. But on the second and third day I felt happy. Because I knew my classmate although there was also a friend I didn’t like in class. After day I followed MOS, I got many new things especially new friends and new kind of senior class. OK that was my story.</td>
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