

AN ERROR ANALYSIS ON THE USE OF SIMPLE PRESENT TENSE OF REPORT TEXT AT GRADE VII SMP DHARMA WANITA MEDAN

Ovin Sensias Malau¹, Fiber Yun Almanda Ginting², Novalina Sembiring³

^{1,2,3}Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu

Pendidikan Universitas Katolik Santo Thomas

Email : teozam@ymail.com¹, novalinagurky@gmail.com²

ABSTRACT

This research was a descriptive qualitative research. The objective of this research were to find out types of error made by grade VII SMP Dharma Wanita Medan in writing report text and to find out the causes of the error made by grade VII SMP Dharma Wanita Medan in writing report text. The result of this research was that the most dominant error made by the students in writing Report text was the misformation error. 54.54% students made error in misformation error. Secondly was followed by the omission error. This error was less frequent than misformation error with 22.72% of error. Thirdly was followed by addition error with 13.63% of error. Lastly was the misordering error with 9.09% of error. These errors were dominant in misformation error. The possible causes of the error were the students lack in knowledge of how to write vocabulary well and they lack of awareness in doing recheck and revise after doing writing.

Keywords : Error Analysis, Report Text

I. INTRODUCTION

There are many languages in this world that can be used to communicate such as English, Mandarin, Japenase, Indonesian etc. Every country has more than one language that the people usually use to communicate with others in their daily activities. People must master a language to communicate so that they can share and give the information to one another.

An observation during the writer's internship program had been conducted to the students at grade VII SMP Dharma Wanita Medan. At that time, the writer asked the students to write a simple sentence. The observation was conducted by asking the students to write a simple sentence. The result showed that some students did error in constructing the sentence such as, "I am always eat breakfast in the morning". From the sample we can see that the students made addition error by adding the word "am" which should not be there in the correct form. Another sample is when the students wrote, "She do it with me". The word "do" should be transformed into "does" to fix the grammar.

Based on the background of the study, the problems of this study were formulated as follows:

1. What types of error made by grade VII SMP Dharma Wanita Medanin writing report text?
2. What were the causes of the error made by grade VII SMP Dharma Wanita Medan in writing report text?

The objectives of this study were formulated as follows :

1. to find out the types of error made by grade VII SMP Dharma Wanita Medan in writing report text.
2. to find out the causes of error made grade VII SMP Dharma Wanita Medan in writing report text.

The findings of this study were expected to be useful to the English teachers, the students, and other researchers. The writer hopes this study will help the teachers to provide suitable material and effective learning strategies for the student by considering the troubles faced by the students on this study. The writer hopes this study will help the students to improve their grammar ability in simple present tense and report text as well.

Error Analysis

In linguistics, an error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning. It is considered by Norrish (1983: 7) as a systematic deviation that happens when a learner has not learnt something, and consistently gets it wrong. However, the attempts made to put the error into context have always gone hand in hand with either language learning and second-language acquisition processes, Hendrickson (1987:357) mentioned that errors are ‘signals’ that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language.

Error is always a central concern in language teaching, became the central concern in audiolingual approaches. Collections of frequently occurring errors already existed. Traditional textbooks had long paid attention to what were felt to be the errors most likely to occur and tried to guard learners from particular pitfalls in phonology, morphology, syntax and lexis. These areas of special difficulty might derive either from intralingual or interlingual factors.

At the lexical level, for example, intralingual difficulties were mooted where minimal formal differences in the foreign language involved major semantic differences (for example “bowl” and bowel”). Interlingual lexical difficulties were mooted typically when a form in the foreign language was very similar to a form in the learner’s native language, but the meaning was different (for example German *blamieren* and English “blame”).

For a long time there was no principled approach to language teaching based on error, but in the late 1950’s and 1960’s this started to change. And the focus shifted very much towards interlingual errors rather than intralingual ones. Highly influential in this regard was Uriel Weinreich’s (1953) publication *Languages in Contact*.

In his book Weinreich displayed his prodigious knowledge of European languages. He was primarily interested not in classroom language learners, but in the way languages influence each other when they come in contact. This is the phenomenon of language interference, with the influence usually being from the stronger language to the weaker one. Weinreich’s great contribution was to posit a psychological or psycholinguistic explanation for language interference. He suggested that any speaker of two languages will tend to identify sounds, words, structures and meanings in one language with corresponding elements in the other language, that is to say, speakers of two or more languages are engaged in a process of making “interlingual identifications” (Weinreich 1953: 7).

Weinreich's differentiated insights into cross-lingual influence became simplified by those applying them to language teaching, who gave them a deterministic turn. Bright and McGregor (1970: 236), for example, maintained that "the grammatical apparatus programmed into the mind as the first language interferes with the smooth acquisition of the second."

The influence of Eric Lenneberg's (1967) *Biological Foundations of Language* perhaps underlies the quotation from Bright and McGregor. Lenneberg suggested that there is a "critical period" for language acquisition, which ends at puberty, that "foreign accents cannot be overcome easily after puberty" and that "automatic acquisition from mere exposure [...] seems to disappear after this age" (Lenneberg 1967: 176).

Lenneberg was a neurologist, and his book was concerned with aphasia based on clinical studies, but his totally unsupported observations on foreign language learning were, mysteriously enough, highly influential on language teaching theory and served to strengthen the already prevalent emphasis on error prevention and eradication.

It was the British applied linguist, Pit Corder, who re-focused attention on error from the perspective of language processing and language acquisition. In his seminal (1967) paper "The significance of learners' errors" he stressed the learner's positive cognitive contribution to learning. His view was that the learner is engaged in a process of discovering the language. The learner forms hypotheses based on language input and tests those hypotheses in speech production. In this view errors are not only an inevitable but also, very importantly, a necessary feature of learner language, without which improvement cannot occur. Corder coined the term "transitional competence" to indicate the essential dynamism and flux of the language learner's evolving system. A learner's errors, according to Corder (1967), represent the discrepancy between the transitional competence of that learner and the target language.

Drawing heavily on Chomsky's (1965) view of first language acquisition, he suggested that just as for the child acquiring its mother tongue the language evolves in a more or less fixed pattern, so the foreign language learner may possess an "inbuilt syllabus" which determines the order in which the language system is acquired and which is largely independent of the order of the external syllabus according to which the classroom learner is ostensibly learning.

Corder further suggested that studying error might supply clues to this inbuilt order of acquisition, persistent errors indicating those elements acquired late. Corder, however, invoked Chomsky's (1965) distinction between "competence" and performance" to draw a distinction between true errors of competence and errors of performance, which he denoted as mere "mistakes", the product of "chance circumstances" analogous to slips of the tongue in the native language (Corder 1967: 166).

These performance "mistakes", he maintained, say nothing about the underlying speaker competence and should therefore be excluded from analysis. In a later paper Corder (1971: 107-108) suggested that error analysis should include not only "overt" errors but "covert" errors. Covert errors, unlike overt errors, are formally acceptable but do not express the meaning intended by the learner. For example, "I want to know the English" is a formally correct sentence, but it would

be a covert error if the learner wanted to express the meaning carried by “I want to know English”.

The procedure for error analysis was elaborated by Corder (1974: 170) as comprising five stages:

- selection of a corpus of language
- identification of errors in the corpus
- classification of the errors identified
- explanation of the psycholinguistic causes of the errors
- evaluation (error gravity ranking) of the errors

All the definitions seemed to stress either on the systematic deviations triggered in the language learning process, or its indications of the actual situation of the language learner themselves which will later help the monitor be it an applied linguist or particularly the language teacher to solve the problem respecting one of the approaches argued in the Error Analysis. Anefnaf (2017:46) states that the occurrence of errors does not only indicate that the learner has not learned something yet, but also it gives the linguist the idea of whether the teaching method applied was effective or it needs to be changed.

The Difference Between Error and Mistake

According to Brown (2007:257) it is crucial to make a distinction between mistakes and errors. A mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. Native speakers are normally capable of recognizing and correcting mistakes.

Errors occur when the learners fail to perform their competence. While an error in the technical sense takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. Errors which are caused by memory lapses, physical status such as tiredness and psychological condition such as strong emotion, or by slips of the tongue, are called mistake.

According to Rustipa (2011: 43) errors cannot be separated from the learners because they are the evidences that the learners learn. Teachers often misunderstand between errors and mistakes. They define them all as errors. Ellis (1997: 72) states that errors are flaws in the learners’ knowledge.

Based on the explanation above, the difference between error and mistake can be drawn is that error refers to competence on systematic, whereas mistake refers to performance, and it is unsystematic.

Types of Errors in Errors Analysis

To categorize error into classification based on the types or the sources of errors is not easy work. Many times error cannot be traced back into one source. Moreover, the boundaries between different sources of many errors are sometimes unclear that the arbitrary classification decision unavoidable.

(Dulay,1982: 145) in Anwar defines error analysis as an analytical tool, as are the specification of transitional constructions, the computation of acquisition orders and the delineation of special utterances types.

- a. Omission

Omission is characterized by the absence of an item that must appear in well-formed utterance. However between content words and function words, language learner more frequently omits the letter.

Examples: *Toni know about Indonesia*. It should be “*Toni knows about Indonesia*”

b. Addition

This error is the opposite of omission. They are characterized by the presence of an item which must not appear in a well- formed utterance.

c. Mis-formation

It is characterized by the use of the wrong form of the morpheme or structure. In formation errors, the learner supplies something although it is not correct.

Examples: *this cats*.

d. Misordering

Misordering errors are categorized by the incorrect placement of a morpheme or group of morpheme in an utterance. This kind of errors occurs when learners wrongly place the sequence of words in the sentence.

Grammar

According to Richards, Platt, and Weber in Nunan (2005:2) grammar is a description of language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition it seems that grammar plays an important role in combining units of languages to form sentences. The sentences are acceptable or grammatical if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar.

It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

Tenses

There are many defenitions of tense. According to Jabbary (2013) tense is the grammatical category which correlates with distinctions of time. Therefore, tenses is considered as one of difficult materials when students learn grammar. It is proved by some researchers who studied about tenses. According to Swan (1980:604) tense are formed either by changing the verb (e.g: know, knew, known and work, worked, worked) or by adding auxiliary verb (e.g: will know, had worked). Based on the statement above, the writer concludes that tense is a verb form or series of verb form used to express a time relation, and tense refers to the time of the situation realiting to the situation of the utterance.

Tenses is used to show the relations between the action or state described by the verb, and the time, which is reflected in the form of the verb. According to Azar (1989: 187) There are three basic tense in english : the present tense, the past tense, and the future tense.

1.The Present Tense

The present tense have four types namely: simple present tense, present continuous tense, present perfect tense, present perfect continuous tense.

2.Past Tense

The past tense have four types namely: simple past tense, past continuous tense, past perfect tense, past perfect continuous tense.

3.Future Tense

Future tense have four types namely : simple future tense, future tense continuous tense, future perfect tense, future perfect continuous tense.

Writing

a. Definition of writing

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write so that they can not only read what they have written, but other speakers of that language can read and understand it.

According to Harris (1993: 10), writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some need a longer time to just think about what to write before making the initial draft.

The next definition is given by Byrne (1997: 1). He states that writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked together, they will form a coherent whole. This coherent whole is called a text. A text may consist of one paragraph or more.

Langan (2001: 5) points out that a paragraph is a short paper of around 150 to 200 words. It usually consists of an opening point called a topic sentence followed by a series of sentences which support that point.

Bell and Burnaby in Nunan (1989: 36) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation.

Report Text

Utami et al(2018: :16) states that report text is a text that gives factual information to the reader. Meanwhile, Knap (2005: 105) states that description in information report is formalized. That is, specific aspects of the phenomenon are systematically described so that the report reflects a scientifically organized view of the world.

Based on the definition above, report is a factual text which provides information about what is or what has happened. Reports can be written about range of things natural, cultural, and social in our environment.

The Purpose of Report Text

This kind of text is felicitous used to pack the information about natural or non-natural phenomena or things in the world. That information mean to add more knowledge to the reader. The example for the natural phenomena like living things are plant and animals, as for the non living things are mountain, sea, galaxy, satellite, etc. It is to give information about things in the world.

The Text Organization of Report Text

a. Title

A phrase that contains topic that serve to the reader.

b. General Classification

Often take the form of a definition. This maybe a statement about what is being reported on and things are often classified or grouped into various classes.

c. Description

Tells what phenomenon under discussion is like in terms of parts, qualities, habits or behaviors (if living), and uses (if non natural).

RESEARCH METHOD

Research Design

This was a descriptive qualitative research to find out the students' error in Report Text. Descriptive qualitative was a comprehensive summarization, in every terms, of specific events experienced by individual or groups. Anderson and Arsenault (2005:16) state that qualitative research is an inductive form of inquiry whose results are blend of research skill, a particular perspective.

Schreiber (2008:209) states, "Description of the data collected in a research is an important component for both the researcher and the reader". Descriptive qualitative research design describes about the data analysis in order to get novelties of the research. The qualitative analysis was applied in such away in order to find out the answer related to the research questions.

The Source of Data

Burnham (2012:4) states, "Source of data is data that is collected, observed, or created, for purposes of analysis to procedure original research result". The source of data was the students' writing of report text. The students were asked to write down a report text with the topic natural disaster.

The Technique of Collecting Data

Here were some techniques in collecting the data of this research:

- 1) Writer asked the students to write a report text with the topic natural disaster.
- 2) Writer collected the answer sheet and analyze the data at home.

The Technique of Analyzing Data

In analyzing the data, the writer applied descriptive analysis technique.

- 1) The writer identified the students' errors in their writing, and group them according to the kinds of error: omission, addition, misordering and misformation.
- 2) The writer counted the percentage of each kind of error.

The formula as follows:

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

P = Percentage

F = Frequency of error occurred

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

- 3) The writer described the causes of errors that appeared in their compositions.
- 4) The writer described the dominant error that appeared in their compositions.

IV DATA ANALYSIS AND DISCUSSIONS

Data Analysis

The data of this research had been gathered by collecting the students' Report text writing. This research had analyzed the data by analyzing them into four classifications including *omission, addition, misformation, and misordering*.

Analysis of Omission

Based on the analysis, the error of omission found on the students' Report text writing was described as follow:

Table .1 Analysis of Omission

No	Error	Analysis
1	There * many volcanoes in Indonesia.	Omission error found in the absence of <i>to be</i> "are".
2	Volcanoes * erupting lava and hot gas.	Omission error found in the absence of <i>to be</i> "are".
3	Volcanic eruptions * part of volcanic activity.	Omission error found in the absence of <i>to be</i> "are".
4	They also occur * Southern Canada.	Omission error found in the absence of <i>preposition</i> "in".
5	The most famous volcanoes in Indonesia * in Central Java.	Omission error found in the absence of <i>to be</i> "is".

Analysis of Addition

Based on the analysis, the error of addition found on the students' Report text writing was described as follow:

Table 2. Analysis of Addition

No	Error	Analysis
1	The most famous are volcanoes is in Indonesia is in Central Java.	Addition error found in the presence of <i>to be</i> "are and is".
2	The temperature is may be above 1000° C.	Addition error found in the presence of <i>to be</i> "is".
3	Tornadoes are come in many sizes.	Addition error found in the presence of <i>to be</i> "are".

Analysis of Misformation

Based on the analysis, the error of misformation found on the students' Report text writing was described as follow:

Table 3. Analysis of Misformation

No	Error	Analysis
1	The are many volcanos in Indonesia.	Misformation error found in the morpheme "the" which should be

No	Error	Analysis
		“there” and “volcanos” which should be “volcanoes”.
2	Some volcanoes erupt and shot our gasses into the air.	Misformation error found in the morpheme “our” which should be “out”.
3	The temperutur e may be above 1000°C.	Misformation error found in the morpheme “temperutur” which should be “temperature”
4	The hot smoke and steam kiued many people.	Misformation error found in the morpheme “kiued” which should be “killed”
5	When a large earthquake epicenter is located offshore, the seabed sometimes suffers sufficient displacement to cause a tsunamis .	Misformation error found in the morpheme “tsunamis” which should be “tsunami”
6	There are several types of earth quake including tektonic and volcanic eart quake .	Misformation error found in the morpheme “earth quake” which should be “earthquake”, “tektonic” which should be “tectonic”, and “eart quake” which should be “earthquake”.
7	The tektonic earthquake is the common one and it happens because of the movement of the crust, meanwhile volcanic earthquake happens an the effect of volcanic activity.	Misformation error found in the morpheme “tektonic” which should be “tectonic” and “an” which should be “as”.
8	Earthquake happens as the layers bellow the surface of eart are active.	Misformation error found in the morpheme “eart” which should be “earth”
9	Tornadoes come in many sizes but are typically in the form of a visible condensation funnel, whose narrow end touches the earth and is of ten encircled by a cloud of debris.	Misformation error found in the morpheme “of ten” which should be “often”
10	Volcanic eruptions are part of volcanic activit known as “eruptions”.	Misformation error found in the morpheme “activit” which should be “activity”
11	The are many volcanos in Indonesia.	Misformation error found in the morpheme “the” which should be “there” and “volcanos” which should be “volcanoes”.
12	Some volcanoes erupt and shot our gasses into their .	Misformation error found in the morpheme “our” which should be “out” and “their” which should be “the air”.

Analysis of Misordering

Based on the analysis, the error of misordering found on the students' Report text writing was described as follow:

Table 4. Analysis of Misordering

No	Error	Analysis
1	The volcanoes located is in center of Java.	Misordering error found in the order of "is" which should be put after the subject "the volcanoes".
2	The 2010 eruption of Merapi is a series of events volcanic that occurred in Indonesia.	Misordering error found in the order of "events volcanic" which should be reordered into "volcanic events"

DISCUSSION

Based on the data analysis that had been presented above, the discussion of this research would present the sum up of data gathered in this research and rank up the error made by the students from the lowest to the highest.

Table 5. Frequency of Error

No	Types of Error	Frequency
1	Omission	5
2	Addition	3
3	Misformation	12
4	Misordering	2
Total		22

Omission error percentage:

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

$$P = \frac{5}{22} \times 100\% = 22.72\%$$

Addition error percentage:

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

$$P = \frac{3}{22} \times 100\% = 13.63\%$$

Misformation error percentage:

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

$$P = \frac{12}{22} \times 100\% = 54.54\%$$

Misordering error percentage:

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

$$P = \frac{2}{22} \times 100\% = 9.09\%$$

Based on the analysis above, it could be concluded that the misformation error was the most dominant error that occur in this research. Students made dominant error of misformation error in writing Report text. The comparison of each type of errors was presented in the chart bellow:

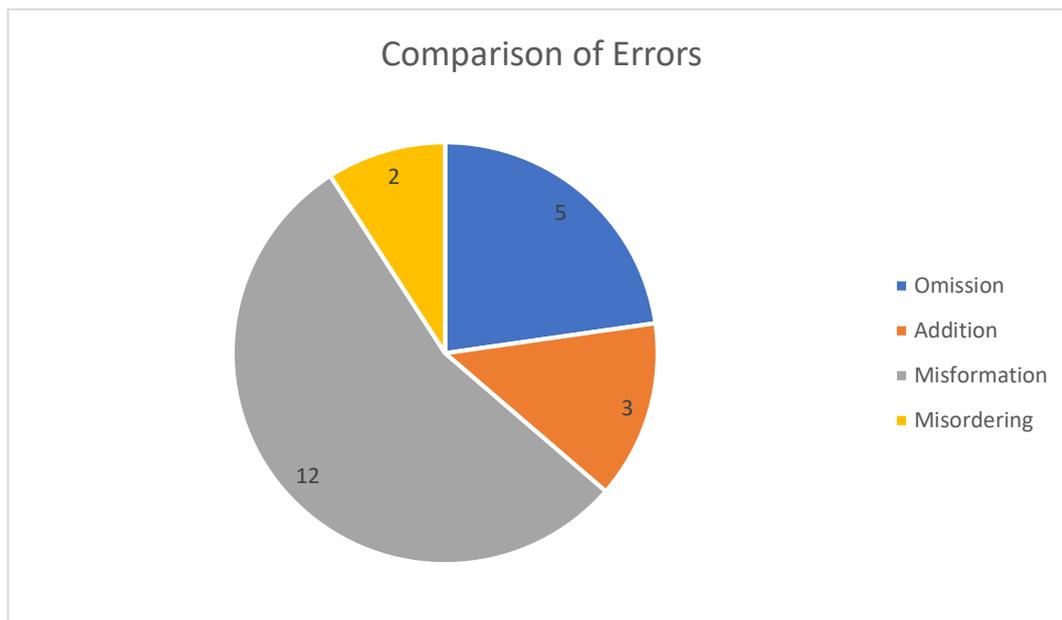


Chart 1. Comparison of Errors

4.2.1 Possible Cause of Errors

Based on the data presented above, misformation error was the dominant type of error made by the students in writing Report text. Some possibility of the cause of the error had been concluded. The first was the students lack of vocabulary could be one of the reasons of most students did misformation errors. They knew the meaning of the vocabulary but lack in knowledge of how to write it well. The second cause was the students did not pay attention well to what they wrote. They did not recheck and revise their writing. This was showed from some their writing of the same morpheme could be different or missed the correct form in the same text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conclusion of this research was that the most dominant error made by the students in writing Report text was the misformation error. 54.54% students made error in misformation error. Secondly was followed by the omission error. This error was less frequent than misformation error with 22.72% of error. Thirdly was followed by addition error with 13.63% of error. Lastly was the misordering error with 9.09% of error. These errors were dominant in misformation error. The possible causes of the error were the students lack in knowledge of how to write vocabulary well and they lack of awareness in doing recheck and revise after doing writing.

Suggestions

It was suggested to students to improve their vocabulary mastery especially in writing the vocabulary. The students seemed to know the meaning of what they want to write but failed in transforming their thought into good writing. Students were also suggested to do recheck and revise their writing when they finish their

writing. Writing is unique, when you mistyped a word or even e letter, it could result different meaning.

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