



Using Error Analysis to Improve Vocational Students' Descriptive Text Writing

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Abstract: The goal of this research is to reduce mistakes or get a satisfactory result in simple present tense. The researcher suggests that the teacher encourage his students to improve their English, especially their writing skills. The teacher should know what to do if he or she knows where most students make mistakes in auxiliary words and word choice. The teacher should help students understand English grammar and vocabulary better. To get a good result, teaching and learning activities must also be improved. The goals of this study are to find out if students make mistakes, what kinds of mistakes they make, and where the mistakes come from among the tenth-grade students at Pandawa Vocational High School. The researcher uses a test and a questionnaire, which are both reliable and valid tools, to collect the data. The information comes from the students in the tenth grade at Pandawa Vocational High School. The researcher uses descriptive qualitative data analysis to figure out what the data mean. The result shows that the average number of mistakes made by students is 51%. It is part of the fair criteria, which is good. The result shows that the students made a total of 177 mistakes. The students make mistakes in 70 miss-formations (39.54 percent), 57 omissions (32.21 percent), 29 miss-orderings (16.39 percent), and 21 additions (11.87 percent).

Key Words: *Error Analysis, Writing Skills, Descriptive Text*

Abstrak: Tujuan dari penelitian ini adalah untuk mengurangi kesalahan atau mendapatkan hasil yang memuaskan dalam simple present tense. Peneliti menyarankan agar guru mendorong siswanya untuk meningkatkan bahasa Inggris mereka, terutama keterampilan menulis mereka. Guru harus tahu apa yang harus dilakukan jika dia tahu di mana sebagian besar siswa membuat kesalahan dalam kata bantu dan pilihan kata. Guru harus membantu siswa memahami tata bahasa dan kosa kata bahasa Inggris dengan lebih baik. Untuk mendapatkan hasil yang baik, kegiatan belajar mengajar juga harus ditingkatkan. Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa melakukan kesalahan, kesalahan apa yang mereka lakukan, dan dari mana kesalahan tersebut berasal dari siswa kelas X di SMK Pandawa. Peneliti menggunakan tes dan kuesioner, yang merupakan alat yang dapat diandalkan dan valid, untuk mengumpulkan data. Informasi tersebut berasal dari siswa kelas X SMK Pandawa. Peneliti menggunakan analisis data kualitatif deskriptif untuk mengetahui apa maksud dari data tersebut. Hasil penelitian menunjukkan bahwa rata-rata jumlah kesalahan yang dilakukan siswa adalah 51%. Itu termasuk kriteria adil, yaitu baik. Hasilnya menunjukkan bahwa siswa membuat total 177 kesalahan. Siswa melakukan kesalahan

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dalam 70 kesalahan susunan (39,54 persen), 57 kelalaian (32,21 persen), 29 kesalahan susunan (16,39 persen), dan 21 penambahan (11,87 persen).

Kata Kunci: Analisis Kesalahan, Keterampilan Menulis, Teks Deskriptif

INTRODUCTION

English is a global language that is spoken in many different nations as their native tongue, second language, or foreign language. Particularly in Indonesia, foreign languages play a significant role in both the country's educational system and numerous occupations. pertaining to Indonesian education. In junior and senior high schools, English is a required course. To be able to listen, speak, read, and write in English effectively, students are expected to possess the four basic skills of listening, speaking, reading, and writing. Writing is one of the four fundamental abilities that must be learned. Writing is an important skill for people in today's society and is useful in everyday life. Writing is used for many different things, including documenting events for newspapers or websites, composing academic essays, business reports, letters, e-mails, and much more. Additionally, it is widely acknowledged that writing plays a significant role in both the transmission and transformation of knowledge.

Writing is considered a difficult skill to master because it requires mastery of grammar, spelling, punctuation, sentence structure, vocabulary, and the development of paragraphs, among other aspects of language. According to Hedge (2000: 302), "writing is a complex process that is neither simple nor natural for many second languages." Numerous elements contribute to the complexity of the writing process, including spelling, punctuation, capitalization, details, effective writing, and grammar system. As a result, students frequently commit numerous errors when writing in English. Many students consider essay writing to be the most challenging academic task. There are numerous types of writing, including narrative, descriptive, and argumentative, as is common knowledge. In this study, the authors only address descriptive essay writing.

Mistakes are inseparable from the language learning process, and they can serve as indicators of the stages of students' development of their target language. Furthermore, errors are significant for both teachers and students. For the teacher, mistakes will aid in identifying his or her own teaching methodology, and for students, they will improve their writing skills and help them select strategies and topics that best suit their capacity. In the meantime, for students themselves, mistakes are essential for learning and are viewed as tools that can be used for education. In the process of teaching English, errors are not always detrimental to both teachers and students. Analysis of student errors provides a wealth of information regarding the language system requirements of students. This information is useful for teachers and students to improve the teaching and learning process. Error analysis is a useful tool at both the beginning and later stages of foreign language instruction. Error analysis will reveal to the instructor some of the difficulties encountered by students. By observing, analyzing, and clarifying the student's errors, the teacher can learn a great deal about the operating system within the student.

Thought is expressed through writing. Writing is a language skill used for indirect communication. According to Tigan (1986:15), writing can be defined as the activity of expressing thoughts or concepts through written language. The same holds true when writing a descriptive essay. Utilizing pronouns correctly and in accordance with the grammatical structure of the English language is one of the characteristics of a well-written essay. In addition, the quality of the essay will be easily understood if it is written in accordance with

good and correct English grammar structure. A descriptive essay is an essay or piece of writing that aims to provide a detailed description of an object to the reader. According to a large Indonesian dictionary (2005: 258), "description is the explanation or detailed description of something in words." Description is the verbal explanation or description of an object, location, or event. Descriptive purpose so that the reader "sees" what the author "sees," "hears" what the author "hears," "smells" what the author "smells," "tastes" what the author "tastes," and "feels" what the author "feels," so that the reader reaches the same conclusion as the author.

In addition, Keraf's (1995:26) opinion that "description is a form of discourse that attempts to present an object as if it were in front of the reader, as if the reader saw the object for himself" is frequently observed in the writing of students or in writing that contains a language error. This language error must be minimized accordingly. The present simple tense is one of several forms of the present tense in the English language. It is used to describe habits, unchanging situations, general truths, and set arrangements. It is easy to form the simple present tense. Simply utilize the verb's base form: (I take, you take, we take, they take) The final -s is added to the third person singular form. (he takes; she takes).

Example of Simple Present Tense

- The dog eat chicken (False)
 - *The dog eats chicken (True)*
- I am smoke in the bank of river (False)
 - *I smoke in the bank of river (True)*
- I didn't do nothing (False)
 - *You never do not know how to close that window. (True)*

In this study, the author is interested in analyzing student errors and identifying the factors that contribute to their occurrence. The title is "Using Error Analysis to Improve the Writing Skills of Vocational Students in Descriptive Text."

METHOD

This research employs a descriptive qualitative approach with some quantification to determine the average score. This method is used to collect data, which is Observation. According to Cresswell's 2010 book titled "Raco," qualitative research methods were used as an approach or search to investigate and comprehend an event in greater depth. In contrast to the opinion of Nasution (2003: 5), qualitative research entails observing people in their environment, observing their interactions, and attempting to comprehend how they perceive the world around them. In this qualitative study, the author intends to analyze the misuse of sentence structures, particularly the present simple tense structure, in English essay descriptions. According to research requirements, the author describes in words, sentences, and discourse the data source. In this instance, the author describes the type of error, such as description text X grade, Pandawa. The researcher will then proceed to the next stage of research by analyzing the student-written data.

Participants

Participants are tenth-grade students at Pandawa Vocational high School. The objective is Using Error Analysis to Develop Vocational Students' Writing in Descriptive Text, and their performance is demonstrated specifically in their descriptive text writing. it was evaluated based on the paper they emailed to the writer. The number of students evaluated was thirty. To

determine whether tenth-grade students of Pandawa Vocational High School make errors, to identify the types of errors they make, and to identify the source of their errors. The researcher collects data using reliable and valid instruments, including tests and questionnaires. The researcher collects information from the students of the tenth grade at Pandawa Vocational High School. The researcher uses descriptive qualitative data analysis to analyze the data.

Materials

Error analysis is an application of linguistics. It investigates aspects of second language acquisition through the compilation, study, and analysis of errors made by second-language learners. Based on the preceding context, the authors identify the following issues:

1. What types of textual errors do class X English language Pandawa Vocational School students make when writing descriptive essays in the simple present tense?
2. What causes errors in the use of simple present tense structure in the descriptive writing of grade ten students of the English language at Pandawa Vocational School?
3. How frequently do students in class X at Pandawa Vocational School compose descriptive text essays?
4. How much can the simple present tense improve students' descriptive writing skills?
5. How is class X Pandawa Vocational School's command of grammar relevant to writing descriptive text?
6. What role does the teacher play in the mastery of grammar by class X English language students of Pandawa Vocational School when writing a descriptive essay?

According to Prihatini (2015:98), a descriptive text is an essay in which the spatial and layout writing creates a clear image of a state. According to Finoza (2005:218), a descriptive text is a type of writing that seeks to broaden the reader's knowledge and experience by describing objects or events. According to Kane (2000:352), a descriptive text "is about sensory experience, how something looks, sounds, and tastes; it focuses primarily on visual experience, but also addresses other types of perception." A description is an essay that explains, reveals, and describes a person or object. Like to describe your closest loved ones, including mothers, friends, and pets.

Purpose of Descriptive

The purpose of the descriptive text is: to represent or give an idea of something as clear as it is, so that the reader seems to be able to see, hear, read or feel directly the thing that is poured in the essay of the description "

From several theories, the author concluded that description is very beneficial for providing information, about what is felt through a written work. A descriptive text is capable of expressing feelings that writers make. While at school, students are required to make a good descriptive text in English which teachers instruct students to retell the reader.

Features Description Text

1. Description text explains the details of an object.
2. Bouquet of descriptions are shaping the imagination of readers.
3. Essay-Delivered descriptions of the author with the style and choice of words that lure readers.
4. The description text depicts an object of nature, color, and human so that the reader seems like a direct feel of the incident that the author has presented.
5. Description of the author's delivery system using the composition of the room (spatial order)

Example Description Text

Here the author presents an example of a description in English titled My Best Friend.

My Best Friend

I have a best friend, her name is Seny Lestari. She is my classmate. She is beautiful and smart. She lives in Jakarta, her hobby are reading a magazine and listening a music. Her height is 156 cm. She wants to be a teacher like her mother. She has a brother, the name is Bilal Nur Akmal. She really loves her brother.

The Fact of Simple Present Tense

Tenses is a verb in English to show the time of an event happening now, the time to come or tomorrow and the past. Indriani (2004:3) explained that "Tenses is a form of time in English that is characterized by a change in certain verbs and has a pattern of sentences of every tenses." According to Sutrisno (2014:27) says that "Tenses is a form of verbs that are influenced by 2 things, namely time and events." That in English the time changes or events change the structure of tenses. From this statement the author can conclude how important the mastery of tenses as a basis for someone who wants to proficient in producing English sentences both in scientific context as well as daily activities. It is useful also for students in making a descriptive essay in English.

There are 4 parts of tenses that are most often used in the school are:

1. Simple Present Tense
2. Simple Past Tense
3. Simple Future Tense
4. Simple Past Future Perfect Tense

Referring to the research title relating to the error analysis of the use of the present tense, the author will only focus on the understanding of the Simple Present Tense.

Simple Present Tense is a form of verb used to declare a deed or activity that is done repeatedly or deeds that have become a person's habit.

Form of *Simple Present Tense*:

Positive Sentence (+)	Subject + Verb 1 (s / es) + Object
Negative Sentence (-)	Subject + Do / Does + not + Verb 1 + Object
Interrogative Sentence (?)	Do / Does + Subject + Verb 1 + Object?

a. Positive Sentences *simple present tense*.

Subject	Verb + -s / es	Object / Description
I / You / We / They	Drink	Coffee in the morning
He / She / It	Drinks	
He / She / It	Goes	To office everyday

The spelling form of the verb on a single third person (She, He, It), depends on the suffix of the verb.

For verbs that end in -O, -CH, -SH, -X, or -Z, add -ES.

- Go – Goes
- Catch – Catches
- Wash – Washes

For verbs (Verb) that ends in consonant + Y, remove Y, and add -IES.

- Carry – carries
- Fly – Flies
- Try – Tries
- Marry – Marries

As for the verb ending in vocal + Y, simply add the -S.

- Play – Plays
- Say – says
- Enjoy – enjoys

b. Negative Sentences of *simple present tense*.

Subject	Do not / Does not	Verb	Object
I / You / They / We	Do not	drink	Coffee in the morning
He / She / It	Does not		

Examples of simple present tense in negative sentences:

1. She **does not go** to office every day.
2. You **do not speak** English fluently.

c. Interrogative Sentences of *simple present tense*.

Do/Does + S + Verb 1 + O

The word do is used if the subject is I, you, they, or we. However, the word does is used if the subject is a third person form (She, He, It).

Examples of simple present tense interrogative:

1. Do I live in small town?
2. Does He speak Japanese?

Based on the explanation above, it can be concluded that the present tense is a grammatical ordinance in English that is used to declare a fact or event that occurs today in writing and orally.

d. Time Signal

In the structure of English sentences or often called tenses have different forms of time stamp. The time stamp is often used in the form of simple present tense:

- 1) Every
 - a) every morning : Every morning
 - b) Every time : any time
 - c) Every second : each second
 - d) Every Sunday : every day of the week

2) In

- a) In the morning : in the morning
- b) In the afternoon : during daylight time

3) At

- a) At noon : During daylight time
- b) At evening : At night time

4) A Week

- A) Five times a week : five times a week
- b) Six times a week : six times a week

5) A Month

- a) Ten times a month : ten times a month
- b) Twelve times a month : twelve times a month

6) A day

- a) A day : Once A day
- b) Five times a day : once every five days

7) On

- a) On Tuesday : On Tuesday
- b) On Wednesday : On Wednesdays

8) O'clock

- a) at one o'clock : at one hour
- b) at two o'clock : at the second hour

Here is the example of using the time description in simple present sentence:

- a) My Father drinks coffee every morning (my father drinks coffee every morning)
- b) My mother goes to market five times a day (my mother goes to the market every three days)

From the theories that the writers mentioned above, the author can draw conclusions that simple present tense is a sentence commonly used to tell about events, activities, or activities that occur and take place every day at the present time, such as every day, every week, every morning, and others.

Procedures and Data Analysis

One of the characteristics of qualitative research is the researcher which is me act as an instrument at the same time data leverage. Non-human instruments (such as Questionnaires, Interview Guidelines, Observation, Document, Students Test and so on can be used, but its function is limited as a support the task of the researcher as a key instrument. According to Cresswell in his book entitled "Raco" in 2010 which interpreted qualitative research methods which were used as an approach or search to explore and understand an event more deeply. While different from the opinion of Nasution (2003: 5)).

RESULTS AND DISCUSSION

The result of the research is there are still a lot of students making mistakes in using Simple Present Tense in their Descriptive Texts. From a total of 222 sentences of Descriptive Text that written by all students, the writer finds 44 sentences that contained errors. Based 44 sentences that containing errors, the writer found 53 errors in the using of Simple Present Tense in students' Descriptive Text. Based on the total of errors that done by the students then the writer calculates the percentage of each error. Percentage calculations are performed using the formula:

$$P(A) = \frac{X}{N} \times 100\%$$

Each student's error in using the Simple Present Tense structure will be determined using the above formula. To determine the results of each student's level of error based on the type of error, as presented in the collected data table and error distribution as follows:

Table 1. The Data of students' Code and Students' writing Errors

NO	CODE	NS	NE	PE
1	S1	8	4	50%
2	S2	7	5	71.43%
3	S3	12	11	91.70%
4	S4	13	5	38.46%
5	S5	10	9	90%
6	S6	10	3	30%
7	S7	5	4	80%
8	S8	10	5	50%
9	S9	13	6	46%
10	S10	13	5	38.46%
11	S11	11	1	9.09%
12	S12	9	6	66.67%
13	S13	9	6	66.67%
14	S14	8	4	50%
15	S15	10	3	30%
16	S16	11	5	45.45%
17	S17	10	8	80%
18	S18	10	7	70%
19	S19	6	3	50%
20	S20	10	8	80%
21	S21	7	4	57.14%
22	S22	12	3	25%
23	S23	9	7	77.78%
24	S24	12	5	41.67%
25	S25	9	3	33.33%

26	S26	10	2	20%
27	S27	12	5	41.67%
28	S28	10	2	20%
29	S29	10	5	50%
30	S30	10	4	40%
total		293	144	1540.64%
mean				51%

PE = - 100%

NOTE: NE = Number of Errors

NS = Number of Sentences

PE = Percentage of errors

Based on the criteria above, the average of the student's writing errors is 51%, it belongs to fair. After stating the data of students' errors, the researcher classifies each error to know what kind of errors made by the students. Dulay in Rinda (1982: 145) classifies errors into fourth parts. Therefore, the researcher wants to know the kind of students' error before finding the sources of students' errors. The researcher presents the students' error in the following table:

Table 2. Types of Error

Students	Types of Errors			
	Omission	Addition	Misformation	Misordering
S1	2	1	3	0
S2	4	0	4	2
S3	1	0	2	0
S4	1	1	3	0
S5	4	0	4	1
S6	1	0	1	1
S7	1	0	7	1
S8	2	0	2	3
S9	2	2	5	1
S10	2	3	2	1
S11	1	1	0	0
S12	4	1	0	4
S13	5	1	0	2
S14	1	0	3	0
S15	1	2	0	0
S16	1	0	3	2
S17	2	0	3	2
S18	1	1	4	2
S19	1	1	2	0

S20	5	0	2	1
S21	2	0	2	0
S22	2	1	0	0
S23	1	1	5	1
S24	1	1	4	1
S25	1	0	1	1
S26	1	0	2	0
S27	1	2	4	0
S28	2	1	0	0
S29	1	1	2	2
S30	3	0	0	1
TOTAL	57	21	70	29

177

Percentage of students' error:

1. Misformation : 100% = 39.54%
2. Omission : 100% = 32.21 %
3. Misordering : 100% = 16.39%
4. Addition : 100% = 11.87%

Table 3. Frequency of students' errors

NO	Types of errors	Frequency of errors	Percentage of errors
1	Misformation	70	39.54%
2	Omission	57	32.21%
3	Misordering	29	16.39%
4	Addition	21	11.87%

The table above shows that there are four types of errors. The higher is misformation. From the table above, it can be seen that the most student makes errors in misformation with 70 errors on percentage 39.54%. Omission is in second rank with 57 errors on percentage 32.21%. The third is misordering with 29 errors on percentage 16.39%. The last is addition with 19 errors on percentage 11.87%.

Table 4. The Data of Students' Responses

Statement	Students' responses				Total
	SS	S	TS	STS	
1	0	7	19	4	30
2	0	6	23	1	30
3	0	1	27	2	30
4	0	20	10	0	30
5	0	18	10	2	30
6	2	15	13	0	20
7	0	18	12	0	30
8	2	12	15	1	30
9	13	13	4	0	30
10	12	17	1	0	30
11	6	20	4	0	30
12	4	17	9	0	30
13	7	10	13	0	30
14	6	19	5	0	30
15	10	20	0	0	30

From the data above, the researcher analyzes the data based on likert scale. In this case, the researcher uses scale by giving four alternative options, namely: SS(*Sangat Setuju* or *strongly agree*), S(*setuju* or *agree*).TS(*tidak setuju* or *disagree*), and STS (*sangat tidak setuju* or *strongly disagree*). Every option has different score. For answer *strongly agree* will be scored 4 point, *agree* will be scored 3 point, *disagree* will be scored 2 point. And *strongly disagree* will be scored 1 point.

After scoring the students' responses, the researcher tries to finding the percentage of each statement by using the following formula:

$$P = \frac{\text{---}}{\text{---}} \times 100$$

Note: P = Percentage

NS = The total of questionnaire score

IS = Ideal of questionnaire score

For example:

$$\text{Ideal score} = 4 \times 30 = 120$$

Statement 1: $P = 100$

$P = 100$ —

$P = 52,5\%$

Based on the example above, the percentage of the first statement is 52,5%.

Table 5. Percentage of students' responses

Statement	Students' responses				Total	Percentage
	SS	S	ST	STS		
1	0	21	38	4	63	52.50%
2	0	18	46	1	65	54.17%
3	0	3	54	2	59	49.17%
4	0	60	20	0	80	66.67%
5	0	54	20	2	76	63.33%
6	8	45	26	0	79	65.30%
7	0	54	24	0	78	65.00%
8	8	36	30	1	75	62.50%
9	52	39	8	0	99	82.50%
10	48	51	2	0	101	84.17%
11	24	60	8	0	92	76.67%
12	16	51	18	0	85	70.83%
13	28	30	26	0	84	70.00%
14	24	57	5	0	86	71.67%
15	40	60	0	0	100	83.33%

In order to find the gradation of each possible cause of the students' error in using simple present tense in students' writing descriptive text, the researcher uses the description of students' responses which is presents in the table 5. Then, the mean of the percentages of each group by dividing the total of each group with the number of the statements of the group. The researcher presents the gradation of students' responses are as follows:

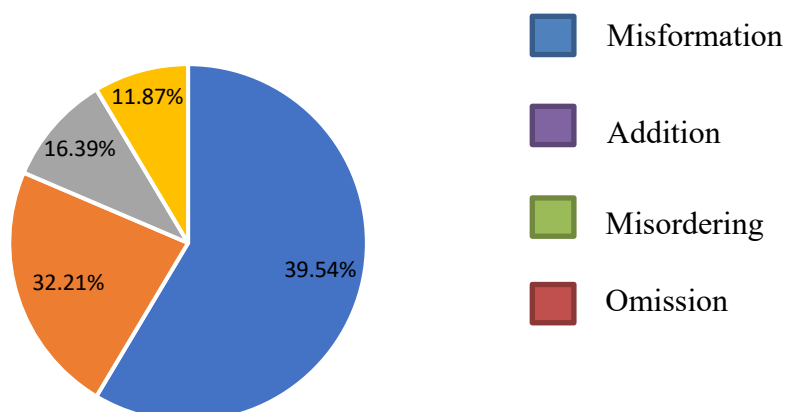
Table 6. The Gradation of Students' Responses

Possible factor	Item Number	Students' Responses (%)	Mean (%)
Interlingual transfer	1	52.5%	51.87%
	2	54.1%	
	3	49.1%	
	4	66.6%	
Intralingual	5	63.3%	56.7%
	6	65.3%	
Factor	7	6%	
	8	62.5%	
	9	82.5%	
	10	84.1%	
Context of Learning	11	76.6%	77.18%
	12	70.83%	
	13	70%	
Communication strategies	14	71.6%	74.9%
	15	83.3%	

Based on the table above, it can be seen that the highest gradation of possible cause of students' errors in using simple present tense in students' writing descriptive text is context of learning in mean 77.18%. The second is communication strategy in mean 74.9%. The third is intralingual transfer in mean 56.7% and the last is interlingual transfer 51.87%.

Generally, the students' errors in using simple present tense in writing sentences because of the complexity of its grammar and lack of vocabulary. The sentences made by the students are often too long and confusing. The meaning is also unclear. They should be able to make appropriate sentences in comprehending paragraph in writing descriptive text. However, it is natural if they still make errors.

Graph of Error Percentage



Based on the table, the researcher finds four types of Simple Present Tense errors in students' Descriptive Text, the first error is Misformation of 25% with the number of errors reaching 13 errors out of a total of 52 errors, the second error is Misordering of 19,2% with the number of errors reaching 10 errors out of a total 52 errors, the third error is Omission of 42,3% with the number of errors reaching 22 errors out of a total 52 errors and the last error is Addition of 15,3% with the number of errors reaching 8 errors out of a total 52 errors. It can be concluded that the biggest error students have made in Omission category by percentage 42,3% and the least error students have made in Addition category by percentage 15,3%.

CONCLUSION

Based on the research finding and discussion, the researcher can draw conclusion that the tenth-grade students of SMK Pandawa get some errors in using simple present tense in writing descriptive text. It is shown by the students' error in their writing. Even though, the average of the students' errors is 51%. It belongs to fair criteria, which is categorized as good.

To sum up, the result of data correction, it can be concluded that the students get errors most in part of speech uses, to be, and words choice. It can be seen that the types of students' errors in misformation with 70 errors on percentage 39.54%. Omission is in second rank with 57 errors on percentage 32.21%. The third is misordering with 29 errors on percentage 16.39%. The last is addition with 19 errors on percentage 11.87%. The possible factor of the students' error is context of learning. Therefore, it can be said that the students' errors made refer to not only about English grammar but also English vocabulary. It means that errors are made not only by the students but also teacher or other learners.

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