

AN ERROR ANALYSIS OF SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT SECOND GRADE SMAN 1 CIOMAS

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ABSTRACT

The objectives of this study were to identify whether the students make errors and to find the types of errors made by the second grade of SMAN 1 Ciomas in Simple Past Tense in their Narrative Text. The classification of the types of the error of the study was based on Dulay, and the procedure of error analysis used Ellis' procedure. In this study, the writer used content analysis method to describe students' error and analyze the data. The data which were taken from the test focus on Simple Past Tense. The sample of this study was the students of second grade of SMAN 1 Ciomas, in academic year 2015/2016, the class XI IPA consisting of 33 students. Procedure of this study was 68 errors and identifying, describing, recapitulating. The result of this study made errors in misformation (30 or 44.11%), addition (14 or 20.58%), misordering (13 or 19.11%), and omission (11 or 16.17%). Based on the study, the writer concludes that the second grade students of SMAN 1 Ciomas, most of students made errors in using Simple Past Tense, and the classification type of error was in misformation.

Key words: *error analysis, narrative text, simple past tense.*

INTRODUCTION

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances role in improving a communicative competence of learning the language.

In learning English, there are four language skills that should be learned. They are listening, speaking, reading and writing. One of the language skills by which someone can express his or her ideas in written form. This skill should be taught to the students in SMAN 1 Ciomas. It is stated in KTSP curriculum of SMA that the students are expected to be able to

communicate in English either written or spoken form. It means that these skills should be interrelated and supported one another.

But in fact, most of students of SMAN 1 Ciomas still have difficulties in writing a good text in English. The students' score in writing are still low. Only some students get good score. The problem may be caused by some aspects; the first it rare oportunity to use English because the status of English as a foreign language, not as main daily communication. The second is that the students do not have enough practice in writing text, determining the main idea, using the appropriate word, and arranging

the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. Third, the technique used by teacher do not support the students' motivation to write the paragraph. Based on the explanation above, the writer is interested in conducting a research entitled "An Error Analysis of Simple Past Tense in Writing Narrative Text at Second Grade of SMAN 1 Ciomas."

METHOD

The method of this research was content analysis. It is used to describe the students' errors. First, the writer gave the Narrative writing test to the students in the classroom. Second, the writer collected the students' test then analyzed them by describing the percentage of students' errors in the form and in the usage of simple past tense. The last, the writer interpreted the data about what are the most errors that the students made.

It is essential to focus the problem in order to avoid misunderstanding in interpreting the problem. The writer only focuses on the errors of the students in

using Simple Past Tense in writing narrative.

To collect the data, the writer used English writing test. The writer gave the test to know the errors' frequency in using Simple Past Tense in Narrative text. The test is Narrative paragraph writing test.

In this part, to analyze students' answer in forming simple past tense, the writer identified the error items as follows:

1. The writer focuses on students' error in using simple past tense in the narrative texts that students made in the test given.
2. The writer collected and classified the errors based on their types. Then the writer verified the frequency of the errors the students made.
3. The writer then used descriptive analysis technique (percentage) to analyze the data. The formula used Anas Sudijono (2005;43) is as follow:

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

P = percentage

F = frequency of error made

N = number of sample which observed

The validity of the test means to determine if they measure what is intended to measure. In this research, the writer prepared the test that is not difficult and

not too easy. The writer set the test that relates to the curriculum that the teacher uses to teach English grammar that has been given to the students when they were in 2015/2016 second year students. The materials for the test were taken and developed from the handbook of eleventh grade students of SMA, not only that the test also approved by the advisors. Based on the explanation about the test, the writer considered that the test is valid.

DISCUSSION

After collecting the data from the test, the writer found some errors made by the students in using Simple Past Tense in writing narrative text.

| | | | |
|---|-------------------------------------|---|--|
| Citizen directlyatta ck and kill the Beast | Misformati on Misorderin g | Misformati on 'attack' and 'kill' should be replaced by 'attacked' and 'killed' Misorderin g 'citizen directly attack and kill the Beast' should be replaced to 'citizen attacked and killed the Beast directly' | Citizen <i>attaque</i> d and <i>killed</i> the Beast <i>directly</i> |
|---|-------------------------------------|---|--|

Table 4.6
The Identification of the Errors
of Students 6

| Identificat ion | Descriptio n of Error Clasificati on | Explanatio n | Correcti on |
|---|---|--|---|
| But none that <i>can</i> cure the disease | Misformat ion | Misformat ion 'can' should be replaced by 'could' | But none that <i>could</i> cure the disease |
| <i>Dropping it meditate</i> | Misorderi ng | Misorderi ng 'Dropping it meditate' should be replaced by 'stopped your meditation' | <i>Stopped your meditati on</i> |
| <i>Flowers that is a consort can be cured</i> | Misorderi ng | Misorderi ng 'flowers that is a consort can be a cured' should be replaced by 'that flowers is could be as a cured for your wife' | <i>that flowers is could be as a cured for your wife</i> |
| <i>But the servant sure place in the purpose of the unseen that is the reefs daylight</i> | Misorderi ng | Misorderi ng 'but the servant sure place in the purpose of the unseen that is the reefs daylight' should be replaced by 'but the servant make sure if the place from invisibles' sound was karang bolong' | <i>But the servant make sure if the place from invisible s' sound was karang bolong</i> |
| After a few | Addition | Addition | After a |

days *walk* 'walk' few days
should be deleted

Table 4.7
The Identification of the Errors of Students 7

| Identificat ion | Descriptio n of Error Clasificati on | Explanatio n | Correcti on |
|---|--------------------------------------|---|--|
| Tinker Bell <i>tells</i> about life | Misformat ion | Misformat ion 'tells' should be replaced by 'told' | Tinker Bell <i>told</i> about life |
| <i>Named</i> Tinker Bell <i>lives</i> in the laughter | Misformat ion Addition | Misformat ion 'lives' should be replaced by 'lived' Addition 'named' should be deleted | Tinker Bell <i>lived</i> in the laughter |
| <i>Have of making and repairing equipment</i> | Misorderi ng | Misorderi ng 'have of making and repairing equipment' should be replaced by 'have to make and repair the equipment' | <i>have to make and repair the equipme nt</i> |
| That <i>is inuse</i> by the fairies | Misformat ion Addition | Misformat ion 'is' and 'use' should be replaced by 'was' and 'used' Addition 'in' should be deleted | That <i>was used</i> by the fairies |
| However Tinker Bell <i>who do not</i> have the natural talent | Misformat ion | Misformat ion 'do not' should be replaced by 'did not' | However Tinker Bell <i>who did not</i> have the natural talent |

Table 4.8
The Identification of the Errors of Students 8

| Identificat ion | Descriptio n of Error Clasificati on | Explanatio n | Correcti on |
|--|---------------------------------------|--|--|
| A rich merchant <i>that</i> does not help but <i>throw</i> ^ | Addition Misformat ion Omission | Addition 'that' should be deleted Misformat ion 'throw' should be replaced by 'threw' | A rich merchant does not help but <i>threw him out</i> |
| And <i>the lecturer was not to</i> become beggars | Misorderi ng | Misorderi ng 'and the lecturer was not to become beggars' should be replaced by 'and talked to him to don't be a beggar' | and <i>talked to him to don't be</i> a beggar |
| Merchant <i>can not be woken</i> from his bed | Misformat ion | Misformat ion 'can not be woken' should be replaced by 'couldn't wake up' | Merchan t <i>couldn't wake up</i> from his bed |
| <i>Was greeting</i> the rich merchant bodyguard | Addition Misformat ion | Addition 'was' should be deleted Misformat ion 'greeting' should be replaced by 'said' | <i>Said</i> the rich merchant bodygua rd |

Table 4.9
The Identification of the Errors of Students 9

| Identificat ion | Descriptio n of Error Clasificati on | Explanatio n | Correcti on |
|--|---------------------------------------|--|--|
| One day there lived a <i>grandfather old</i> | Misorderi ng | Misorderi ng 'grandfather old' should be replaced by 'old man' | One day there lived an <i>old man</i> |
| He did not have a child <i>while</i> his wife was dead | Misformat ion | Misformat ion 'while' should be replaced by 'and' | He did not have a child <i>and</i> his wife was dead |
| He <i>likes to all fishing</i> ^ | Misformat ion Addition Omission | Misformat ion 'likes' should be replaced by 'liked' Addition 'to all' should be deleted Omission 'very much' should be replaced after 'fishing' | He <i>liked fishing very much</i> |
| The old man <i>that</i> went to a lake | Addition | Addition 'that' should be deleted | The old man went to a lake |
| The old man <i>hears</i> a sound | Misformat ion | Misformat ion 'hears' should be replaced by 'heard' | The old man <i>heard</i> a sound |

Table 4.10
The Identification of the Errors of Students 10

| Identificat ion | Descriptio n of Error Clasificati on | Explanatio n | Correcti on |
|--|--------------------------------------|--|-------------------------------------|
| He <i>lives alone lonely</i> | Misformat ion Addition | Misformat ion 'lives' should be replaced by 'lived' Addition 'lonely' should be deleted | He <i>lived alone</i> |
| With did not <i>know</i> tired | Addition | Addition 'know' should be deleted | With did not <i>tired</i> |
| Because to <i>meet</i> the needs | Misformat ion | Misformat ion 'meet' should be replaced by 'fulfill' | Because to <i>fulfill</i> the needs |
| The needs <i>of the life of the day of the day</i> | Misorderi ng | Misorderi ng 'the needs of the life of the day of the day' should be replaced by 'the needs of life day by day' | <i>The needs of life day by day</i> |

Table 4.11
The Recapitulation of Students' Errors

| Stude nts | Types of Error | | | |
|------------|----------------|-----------|--------------|---------------|
| | Omiss ion | Additi on | Misorde ring | Misforma tion |
| Stude nt 1 | 3 | 2 | 1 | 3 |
| Stude nt 2 | 1 | 1 | 1 | 3 |
| Stude nt 3 | 2 | - | - | 3 |
| Stude nt 4 | 2 | 1 | 1 | 4 |
| Stude nt 5 | 1 | 1 | 3 | 4 |
| Stude nt 6 | - | 1 | 3 | 1 |
| Stude nt 7 | - | 2 | 1 | 4 |

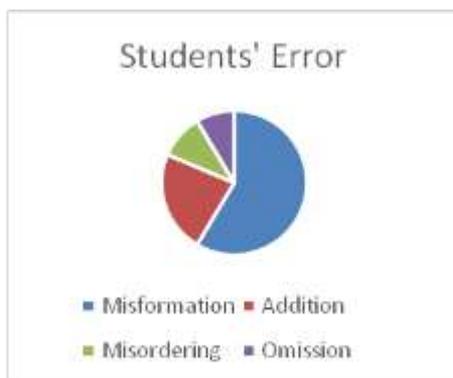
| | | | | |
|------------|----|----|----|----|
| Student 8 | 1 | 2 | 1 | 3 |
| Student 9 | 1 | 2 | 1 | 3 |
| Student 10 | - | 2 | 1 | 2 |
| Total | 11 | 14 | 13 | 30 |
| | | | 68 | |

Table 4.12
Frequency of Students' Error

| No. | Types of Error | Frequency of errors | Percentage |
|-----|----------------|---------------------|------------|
| 1 | Misformation | 30 | 44.11% |
| 2 | Addition | 14 | 20.58% |
| 3 | Misordering | 13 | 19.11% |
| 4 | Omission | 11 | 16.17% |

Based on the table of students' errors, it can be stated that:

1. Total Errors of Misformation are 30 errors on percentage 44.11%
2. Total Errors of Addition are 14 errors on percentage 20.58%
3. Total Errors of Misordering are 13 errors on percentage 19.11%
4. Total Errors of Omission are 11 errors on percentage 16.17%



Discussion

Based on the data analysis, that some students of SMAN 1 Ciomas still have not understood well the rule and the usage especially in forming and changing

the verb based on the subject verb agreement in the sentences. That is related to the aspect causes of errors are *mother tongue interference* for example *grandfather old instead of *old man and *overgeneralization* for example *He lives alone instead of *He lived alone.

Based on the data analysis, the writer found that the students' committed errors in *misformation* (30 or 44.11%), *addition* (14 or 20.58%), *misordering* (13 or 19.11%), and *omission* (11 or 16.17%). From those frequencies, the writer saw that most of students were still confused in using simple past tense, so it needs more pay attention from the English teachers.

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In other words, the error of using one grammatical form in the place of another grammatical form or the learner supplies something, although it is incorrect. In fact, the classification types of error was often made by the students in learning English, because he explained that this error type show how the surface structure changes and it is possible for the language learners to omit and distort sentence item, so the learners create or maybe they add unnecessary sentence item in the sentence. Generally this type of error can be classified as misformation error.

From the explanation above, the writer conclude that the Indonesian students were still lack of understanding the English grammar, especially simple past tense because English grammar and Indonesian grammar are quite different.

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