AN ERROR ANALYSIS OF SIMPLE PAST TENSE IN THE NARRATIVE WRITING PRODUCED BY GRADE NINE JUNIOR HIGH SCHOOL

By

Monika Indusa Praptono,

Monikaindusa25@gmail.com

Suhartawan Budianto

Monikaindusa25@gmail.com

Dr. Soetomo University

Faculty of Letters

English Literature Program

Abstract

The objective of this study was to find the types of errors made by the grade nine junior high school in using Simple Past Tense in writing narrative. The classification of errors in this study is divided into four categories; they are omission, addition, misformation, and misordering. The subject of this study consists of 17 students of nine grade of SMPN 2 Sidoarjo who have more than 100 words writing. The method used in this study was descriptive analysis method to describe students' errors and analyze the data by using formula: $= \times \%$, P=Percentage, F=Frequency of errors made, N=Total of students' errors. The data was taken from the test; it was written test. The findings showed that there are 63 errors made by the students in the first test. The most frequent errors made by the students in their narrative writing focused on the use of simple past tense is misformation which consists of 33 errors or 52%, omission with 15 of total errors or 24 %, addition with 12 of total errors or 19 % and misordering 3 of total errors or 5%. The second test showed that there are 9 errors made by the students in the second test. The most frequent error made in second test by the nine grade students of SMPN 2 Sidoarjo is omission with 5 of total errors or 45 %. The second is Misformation with 4 of total errors or 36 %. The next is Addition with 2 of total errors or 19 %. The last is Misordering 0 of total errors or 0 %.

Keyword: *Error Analysis, Simple Past Tense, Narrative Writing*

Abstract

Peneltian ini bertujuan mengetahui kesalahan yang dilakukan oleh siswa kelas sembilan sekolah menengah pertama dalam menulis narrative yang difokuskan pada Simple Past Tense. Kategori kesalahan yang digunakan terbagi menjadi empat yaitu omission, addition, misformation, dan misordering. Sumber data dalam penelitian ini adalah 17 siswa SMPN 2 Sidoarjo kelas sembilan yang mempunyai tulisan lebih dari 100 kata. Metode yang digunakan dalam penelitian ini adalah analisa deskriptif untuk menggambarkan kesalahan siswa serta menganalisis data dengan menggunakan rumus: $= \times \%$. P=Presentase,

F=Banyaknya kesalahan yang dibuat, N=Jumlah keseluruhan kesalahan siswa. Data diambil dari tes; tesnya merupakan tes tertulis. Temuan menunjukkan bahwa ada 63 kesalahan yang dibuat oleh siswa. Jenis kesalahan yang paling banyak dilakukan oleh siswa dalam menulis narrative yang difokuskan pada penggunaan simple past tense adalah misformation yang terdiri dari 33 kesalahan atau 52%. Diikuti pula oleh omission yang terdiri dari 15 kesalahan atau 24%. Kemudian kesalahan pada addition yang terdiri dari 12 kesalahan atau 19% dan misordering 3 kesalahan atau 5%. Pada tes kedua menunjukkan bahwa kesalahan yang paling banyak dibuat oleh siswa kelas sembilan SMPN 2 Sidoarjo adalah omission terdiri dari 5 kesalahan atau 45%. Yang kedua adalah Misformation dengan 4 kesalahan atau 36%. Selanjutnya adalah addition dengan 2 kesalahan atau 19% dan yang terakhir adalah Misordering dengan 0 kesalahan atau 0%.

Background of the Study

Many people want to learn English for many reasons. For instance, the students want to learn English because it is in the school curriculum. They have to learn it whether they like it or not. In different case, some people want to study English because it offers a chance for advancement in their professional lives. In addition, many people want to learn it because they live in target language community; so they have to learn it in order they can communicate with the others. Many students in Indonesia also learn English because it is in the school based curriculum.

Based on (the nation ministry of education and culture,2014) about "curriculum 2013 of junior high school or School-Based Curriculum …", it is attaching that English is one of the compulsory subject in Schools. That's why, English language teaching is important to get the goal of curriculum.

Teaching English includes four language skills, such as listening, speaking, reading, and writing. Harmer (1991:16) conclude "Productive skills need actions to produce the language". While in receptive skills do not need actions, they only receive the messages from the language.

According to Nation and Newton (2008:39) "Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker". It means that listening only needs ability to understand the message from the speaker. Listening also the first language skill which is learned by people naturally. They have started to listen to the language since they were born. It also becomes the foundation for other skills.

Speaking is the system of language which is manifested through the use of the organ of speech. Speaking is the second skill that language learner mastered after listening. It requires an action to produce; hence it is called a productive skill. Someone can speak after they hear about the language. It does not matter whether he knows about the spelling or he does not.

Another skill is reading. Broughton (1978:90) *"reading is essentially an intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language."* So, reading is the ability to recognize the messages from written language. It requires readers' ability to translate the meaning from formal language into informal language.

The last skill is writing, According to Gorrell and Laird(1964:1) "Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified". writing is a complete skill among Listening, Speaking, and Reading. Writing is the most difficult skill to learn because it needs hard thinking and produces words, sentences, paragraphs at the same time. That's why writing is the highest order thinking.

Based on the thesis writer observation asking to people around the thesis writer co-working, students, and some collages students, one of the language skills which is very difficult to learn is writing. English writing is a subject that learns about how to express our ideas in writing form. In writing, there are components that should be mastered by students in order they are able to write well. The difficulty in writing starts when the students have to establish the subject, verb (either transitive or intransitive), object, tense, active and passive voice, also logical thinking.

Writing in their first language can be something difficult for them, whereas they often write in their first language in schools. This statement is supported by Raymond (1980:2) "Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well." Moreover if they are asked to write in their target language, it can be something more difficult. Writing English for a foreign learner is difficult because English is different from Indonesian language in its structure, spelling and

lexical meaning. Although students have been studying English from kindergarten school until elementary school, even now, Grade NINE (IX) junior high school, they cannot write easily as we thought before.

Narrative writing is one of the lesson which is taught in junior high school. According to curriculum syllabus2013, in Indonesia, Junior High School students have to master some types of paragraphs. In writing narration, the students have to pay attention about simple past tense because it is commonly used in writing narrative. Therefore, narrative writing is also the reason why writing becomes difficult for students(Axelrod and Cooper,1985) gave their opinion about narration, "narration is a basic writing strategy for presenting action. Writers use narration for a variety of purposes: they illustrate and support their ideas with anecdotes, entertain readers with suspenseful stories, predict what will happen with scenarios, and explain how something should happen with process narrative".that narrative writing is a writing which tells about the story of events in a period of time. Narrative writing is not only about fiction writings, but also about scientific writing can be written in a narration. It presents action with variety of purposes..

In this case, students who are learning to write narration may produce many errors. Such as in structure, they often make errors in forming simple past tense. Based on the thesis writer's experience when teaching English at Gracia Elementary School For eighteen months; most of them also get difficult when they have tomake the correct form of simple past tense in writing narrative. They make errors because they do not master the grammar well, especially in simple past tense. They also make errors because their way of thinking is still affected by their first language.

Most students commonly make error in their learning, but it is logically acceptable. The teacher should be aware of this problem and prevent students from making some errors by analyzing the learners' error itself.

Therefore, an error analysis has an important role to solve the students' problems in writing narrative, to know the errors and to know how the students can learn from their mistakes in writing narrative,the students will not do the same error or make some errors repeatedly. Those are the reason why the thesis writer is interested in analyzing students' narrative writing. In this case, the thesis writer wants to find out the grammatical

errors that were made by Grade Nine junior high school 2 Sidoarjo in their narrative writing. By knowing the students' errors which are obtained from the test of their narrative writing focused on simple past tense, the writer will know what kind of errors and its causes commonly made by the students.

Statement of the Problems, What types of errors of using simple past tense in the narrative writing produced by grade nine junior high school 2 Sidoarjo?

Objectives of the Study, The objective of the study is to find the types of errors made by grade nine junior high school in using Simple Past Tense in writing narrative.

Theoretical Background

Error Analysis came from (Gass and Selinker,2008), "error analysis is a type of linguistic that focuses on the errors learners make in producing the target language and the target language form itself", Meanwhile, Douglas Brown defines error analysis as a study of learners' error which is based on the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal the system operating within the learners. Someone who is

learning a foreign language can indicate his or her level of proficiency in learning foreign language by knowing his or her own errors.

The classification is given by (Corder,1981). He classifies the errors into four main categories; they are: a.) Omission, Error of omission is where some element is omitted which should be present. In other word, omission errors occur when learners omit necessary items from an utterance. b.) Addition, Error of addition is where some element is present which should not be there. It is the opposite of omission error. Learners do not only omit element which they regard as redundant but they also add redundant element. c.) Selection/Misformation, Error of selection is where the wrong item has been chosen in place of the right one. d.) Missordering, Error of ordering is where the elements presented are correct but wrongly sequenced.

Reasearch Design

This is a descriptive quantitative research which answers the problems of errors commonly found in students' writing. This research can be named as a classroom test research, because the data is take with some test in the classroom and the result described using words that tell its condition.

Data Collection

The first, the thesis writer prepared the instrument of the test. Second, the thesis writer asked permission to the principal of Junior High School 2 Sidoarjo to become the source data collection of this research at Junior High School 2 Sidoarjo Jalan Raya Ponti, RT 19 / RW 6, Magersari, Sidoarjo, Jawa Timur. The thesis writer choosed grade Nine students of Junior High School 2 Sidoarjo to obtain the data which is used as object of this study. To do the research, the thesis writer made a schedule with the English teacher of Junior High School 2 Sidoarjo to conduct the test and the research was started from 26th March 2018 until 28th March 2018.

The thesis writer did some procedures to have the result of the research. Gass and Selingker (2008) said that there are many kinds of procedures in error analysis that consists of six steps: 1.) Collect data. Although this is typically done with written data, oral data can also serve as a base. 2.) Identify errors. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)? 3.) Classify errors. Is it an error of agreement? Is it an error of irregular verbs? 4.) Quantify errors. How many errors of agreement occur? How many irregular verb form errors occur? 5.) Analyze source. The researcher analyzes the source of errors based on the findings. Why the students made errors? 6.) Remediate. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

Data Analysis

The technique of data analysis which is used by the thesis writer in this research study : first, the thesis writer described and classified the errors of the tenses based on types of errors. The next, the thesis writer wrote the grammatical errors only, to find out which types of error which the students make the most. Then , the thesis writer classified the grammatical errors produce by the students base on the theory of grammatical errors analysis Last, the thesis writer interpreted the data and concluded the result of the research by describing the result of grammatical errors analysis.

The technique of data analysis which is used by the writer in this research is qualitative analysis technique which function to describe and interpret the result of quantitative data. For getting the quantitative data, it will describeing in the table of percentage and formula as follows:

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

Notes: P: Percentage

F: Frequency

N: Number of cases (total of frequency)

Research Findings

Error Identification

In this section, the thesis writer identified the errors found in the use of simple past tense in narrative text written by the students. There were two test conducted. The different between first test than second test were the first test conducted when students did not remaind about how to write in simple past tense form because they had already studied in eight grade before. While in second test, the students got evaluation errors from the first test include how to write in the simple past tense form correctly. The thesis writer presented the identification of errors of the first test and second test in the form of table:

Table 4.1 Recapitulation of Types of Errors in the First Test

Students	Addition	Omission	Misformation	Misordering
1	-	1	-	-
2	-	1	3	2
3	-	1	5	-
4	-	-	1	-
5	-	2	1	-
6	-	1	-	-
7	1	1	1	-
8	-	-	1	-
9	1	-	1	-
10	-	1	1	-
11	-	-	1	-
12	3	2	4	-
13	-	1	1	-
14	5	1	5	-
15	1	-	3	1
16	1	2	1	-
17	-	1	2	-
Total	12	15	33	3
Total (N)	63			

The thesis writer made table below to presents the highest level to the lowest of errors mostly made by the students:

Table 4.2 The Recapitulation of Students' Error in The First Test

Number	Types of Errors	Total	Percentage
1	Misformation	33	52 %
2	Omission	15	24 %
3	Addition	12	19 %
4	Misordering	3	5 %

The table showed percentage of each error based on classification of first test, and the thesis writer found that error of ***Misformation*** is the most frequent error made in the first test by the nine grade students of SMPN 2 Sidoarjo with 33 of total errors or 52 %. The second is ***Omission*** with 15 of total errors or 24 %. The next is ***Addition*** with 12 of total errors or 19 %. The last is ***Misordering*** 3 of total errors or 5%.

Table 4.3 Recapitulation of Types of Errors in the Second Test

Students	Addition	Omission	Misformation	Misordering
1	1	-	-	-
2	-	-	1	-
3	-	1	-	-
4	-	-	-	-
5	-	-	-	-
6	1	-	-	-
7	-	-	-	-
8	-	1	1	-
9	-	-	-	-
10	-	1	-	-
11	-	1	-	-
12	-	1	-	-
13	-	-	-	-
14	-	-	-	-
15	-	-	-	-
16	-	-	2	-
17	-	-	-	-

Total	2	5	4	0
Total (N)	11			

The thesis writer made table below to presents the highest level to the lowest of errors mostly made by the students:

Table 4.4 The Recapitulation of Students' Error in the Second Test

Number	Types of Errors	Total	Percentage
1	Omission	5	45 %
2	Misformation	4	36 %
3	Addition	2	19 %
4	Misordering	0	0 %

The table showed percentage of each error based on classification of second test, and the thesis writer found that error of *Omission* is the most frequent error made in second test by the nine grade students of SMPN 2 Sidoarjo with 5 of total errors or 45 %. The second is *Misformation* with 4 of total errors or 36 %. The next is *Addition* with 2 of total errors or 19 %. The last is *Misordering* 0 of total errors or 0 %.

2. Error Description and Explanation

After presenting the error into types of errors, the writer would like to talk more about the errors of the use of Simple Past Tense in the students' narrative text. The students' errors are classified into four: omission, addition, misformation, and misordering. Lastly, regarding the writing format, the thesis writer explained the table of each student's error constructions consisting types of errors in the following paragraph. Here is the complete description of the students' errors in the first test and second test:

Conclusion

As it has been stated in the background of the study, the thesis writer limites this study into the analysis on the errors made by the grade nine junior high school 2 Sidoarjo in using simple past tense in writing narrative text. After conducting the research at junior high school 2 Sidoarjo through observation and test the thesis writer comes to some conclusions:

Based on the research in the first test, it can be concluded that misformation is the most frequent error made by the

grade nine junior high school 2 Sidoarjo with the thesis writer found that error of misformation is the most frequent error made in the first test by the nine grade students of SMPN 2 Sidoarjo with 33 of total errors or 52 %. The second is omission with 15 of total errors or 24 %. The next is addition with 12 of total errors or 19 %. The last is misordering 3 of total errors or 5%. The second test, that the thesis writer found that error of omission is the most frequent error made in second test by the nine grade students of SMPN 2 Sidoarjo with 5 of total errors or 45 %. The second is Misformation with 4 of total errors or 36 %. The next is Addition with 2 of total errors or 19 %. The last is Misordering 0 of total errors or 0 %.

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