

An Error Analysis of Students' Sentences in Simple Past Tense of Narrative Text at SMK Muhammadiyah Segeran Juntinyuat

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Article Info

Article History:

Received: September 18, 2023

Accepted: November 27, 2023

Published: December 31, 2023

Keywords: Error Analysis,
Simple Past Tense, Narrative
Text

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Abstract

This research deals with the students' error analysis in writing narrative text. This

research aims to know the types of errors in writing narrative text based on Dulay'

Theory. This research used a qualitative research design. There were 31 students involved from the tenth grade of SMK Muhammadiyah Segeran Juntinyuat. The data were taken from their writing of the narrative text. The result showed that there are four types of errors made by students, namely omission, addition, misinformation, and misordering. In the students writing there were 69 omission errors with a percentage 65%, 17 addition errors with a percentage 16%, 5 misinformation errors with a percentage 5%, and 14 misordering errors with a percentage 14%. Therefore the most dominant type of error made by students in the tenth grade of SMK Muhammadiyah Segeran Juntinyuat is omission errors with percentage 65% with the total number of errors being 69. It can be concluded that most students were lack of understanding about using simple past tense in their writing. The students did not understand the use of tenses, especially the simple past tense in writing.

INTRODUCTION

Writing is essential to achieving one's goals and objectives, as someone with writing skills can express their words and ideas in written form. The statement is supported by Hasani in Fitria (2020), who defines writing as an activity related to a person's disposition that conveys an idea, concept, or emotion in written form so the reader can understand the writer's message. It implies that writing is an activity related to a person's personality that aims to convey an idea, emotion, or concept so that the reader can embrace the idea, feeling, or image the author wrote. Consequently, according to Pratiwi (2016), mastering writing skills can help students become more vital in education and professional sectors by mastering writing structures such as vocabulary and idioms as one of the most crucial aspects of learning English. Writing is one of the most essential skills for students to acquire, as writing proficiency is critical not only for their educational environment but also for their social environment and professional existence in the future.

Writing is a challenging skill in learning English, especially for foreign English Students. When the students write in English, Sometimes they will have errors in writing. Many types of errors are made by students when they write in English, including punctuation, spelling, and grammar. According to Susanti (2017), Grammar is one of students' mistakes that often appear when they write in English. For international students like in Indonesia, writing in English makes it difficult to change form and combine words into sentences. They seem to have a problem mastering English Grammar, especially tenses. Past tense is a part of the grammar form that often appears in students' English writing mistakes.

Daniel (2019) defines simple past tense as discussing an activity or situation at a particular time. Furthermore, according to Rahmawati (2019), using simple past tense in English writing often confuses students. Writing in English is not easy for some students, mainly when they use the past tense; there are still many students who need clarification when they write English using the past tense. One of the texts used simple past tense is narrative text. The narrative text is a type of text that tells a tale to make someone appreciate it. Imagine anything that we narrate to entertain the reader. A narrative text tells a story or tale as an ordered description of events in either voice or writing (Hornsby, 1974, p. 561).

Several previous research related to Error analysis in writing narrative text. The first research was conducted by Puspitasari et al. (2021). They identified the types of errors in sentence structure in paragraphs based on Surface Strategy Taxonomy. The result showed that the common errors in students writing are omission, addition, misinformation, and misordering. The second previous research was conducted by Sadiyah (2019). She analyzed students' grammatical errors in writing especially in descriptive text. The findings showed that students mostly did error in verb agreement 41% that caused by using in correct form from simple present, follow by pronoun 18%, usage 15%, sentence pattern 12%, spelling 9% and capitalization error 5%. The third previous research was conducted by Ismayanti (2020). The research aims to describe the students' difficulties in writing descriptive text and to find out the causes of students' difficulties in writing descriptive text. The result showed that the students have difficulty in writing descriptive text, the difficulties are difficulties in generic structure, difficulties in grammar, and difficulties in spelling.

Based on the previous research above, the first research focused on identifying the types of error in sentence structure in paragraphs based on Surface Strategy Taxonomy (Puspitasari et al., 2021), and the second research focused on identifying the effect of story mapping and self-confidence on students' writing ability to recount text (Putri, 2021). Rarely, has the researcher discussed the error analysis in students writing of narrative text. However, the writer's interest in conducting this research entitled "An Error Analysis of Students Sentences in Simple Past Tense of Narrative Text at SMK Muhammadiyah Segeran Juntinyuat.

METHOD

This research concerns the students' sentence errors in the simple past tense of narrative text. This research is qualitative. This research clasified and analyze students' sentences in the simple past tense of narrative text. According to Creswell (2012), qualitative research is a method for investigating and comprehending the significance that individuals or groups assign to a social human problem. The research process involves the emergence of questions and procedures, data collection in the context of the participants, inductive analysis of the data that builds from particulars to broad themes, and the interpretation of the data's meaning.

Instrument

This research used the students' writing as a research instrument. The students have been given the task to write narrative text through a picture series with the topic "Malin Kundang" to know the error frequency in using Simple Past Tense of Writing Narrative Text.

Data Analysis

After the data was collected, the researcher analyzed the data that was collected. When analyzing the data, the researcher employs Dulay's theory. There are several steps involved in analyzing the data from students' writing.

Aspect of Errors

First, the researcher classified the students' errors in narrative text based on Dulay's theory which is divided into omission, addition, misordering, and misinformation.

Percentage of Error

Second, the researcher determines the percentage of errors. The data has been analyzed using the descriptive formula Gass and Selinker (2008), in which:

P = Percentage of error

F = Frequency of each error

N = Total frequency of error

RESULTS AND DISCUSSION

Percentage of errors in students' writing

No	Types of Error	Total	Percentage
1.	Omission	69	65%
2.	Addition	17	16%
3.	Misinformation	5	5%
4.	Misordering	15	14%
Total		106	100%

Based on the table above, it can be concluded that errors made by the students on the use of simple past tense are omission 69 errors with percentage of 65%, Addition 17 Errors with percentage 16%, misinformation 5 errors with 5%, misordering 15 error with percentage 14%. From this data, it can be said that the most errors made by students in writing narrative texts were omission 65%, addition 16%, misordering 14%, and misinformation 5%.

The tense that indicates that an event or activity occurred in the past is known as simple past tense. In order for a sentence to be meaningful, a writer must comprehend the function of the simple past tense; however, there are still numerous errors in the use of the simple past tense. Students must use simple past tense in a meaningful and correct manner when composing sentences. This study analyzed the errors made by students, particularly when writing narrative texts, based on this explanation.

According to the research questions in this research, the things that will be investigated are the

types of errors in using simple past tense in students' writing of narrative text.

The first type of error is omission, the omission is an error that occurs in a sentence where one element of the sentence that should appear but is omitted. Based on Dulay's theory (1982), omission error is the absence of an item or element in a sentence that should be in the sentence. In other words, an omission error is the absence of element of a sentence that should appear to form a sentence properly. On the other hand, omission refers to when the mandatory items that must be presented are discarded. From the explanation, omission errors occur when elements of the sentence to be displayed are omitted or because there are elements that need to be present in a well-formed sentence.

Based on the data, there were 69 omission errors from a total of 31 students. The majority of omission errors made by students are because they did not write the verb in the sentence they are writing, whereas a complete sentence has a verb to give the meaning or purpose of the sentence. One example the S-2 writes "There **is** family which **stay** together". However, the sentence should be "There **was a** family which **stayed** together".

This is different from the findings by Puspitasari (2021) in her result, which showed that omission errors are the third lowest errors that made by students. However, he also mentioned why omission errors could occur because students still have problems constructing well-formed sentences in writing. Another finding conducted by Susanti (2017) stated that the common errors those are made by the students in omissions such as missed structure in the sentence. The two results are similar to the previous findings described by the researcher because this error occurred when some students omitted or missed the sentence.

The second type of error is addition. According to Dulay's theory (1982), addition is the opposite of omission, an addition error is when an item or element appears that should not appear in a sentence. The addition error is marked by the appearance of an item or elements of the sentence to be omitted or because there are no elements that need to be present in a well-formed sentence.

Based on the data, there were 17 addition errors from a total of 31 students. The majority of addition errors made by students are that they wrote two verbs in one sentence. One example is the sentence written by S-3, in the sentence the student writes "Malin kundang **said** goodbye to **go** wander". The verb "go" is not needed to explain the noun, because the verb "said" is enough to be a verb to explain the meaning / purpose of the sentence. However, the sentence should be "Malin kundang **said** goodbye to wander".

It is similar to the findings of Susanti (2017) in her results, showing that addition errors are the second lowest errors made by students. However, she also mentioned why addition errors could occur because they are caused by students writing double verbs or marks in one sentence. Another finding conducted by Puspitasari (2021) stated that common errors are made by students in addition such as double-marked structure in the sentence. The two results are similar to the previous findings described by the researcher because this error occurred when some students wrote double verbs or marks in the sentence.

The third type of error is misinformation. Based on Dulay's theory (1982), misinformation is an error in the use of an item or element in a sentence. Misinformation errors are characterized by errors in the use of morpheme forms or the structure of a sentence. In other words, a misinformation error is an error where there is a morpheme pr structure error in a sentence that makes the unwell sentence form.

Based on the data, there were 4 misinformation errors from all students. The majority of

misinformation errors are because students do not change verbs from verb 1 to verb 2 such as the word “play” which should change to “played” because in narrative texts the simple past tense is used to explain events that will or have occurred in the past. One example of misinformation error is the S-13 writes “There are two people mom and child that’s malin kundang”. However, the sentence should be “There were two people malin kundang and his mother”. The word “that’s” is not needed to explain the noun. Because the sentence is clear and can explain the meaning/purpose of the sentence.

It is different from the findings of Puspitasari (2021) in her results, show that misinformation errors are the highest error made by students. However, he also mentioned why misinformation errors could occur because they are caused by students’ use of the wrong form of the morpheme or structure. Another finding conducted by Susanti (2017) stated the highest error those are made by students in misinformation was misplaced by students who did not pay attention to changing of verb in a sentence. The two results are similar to the previous findings described by the writer because this error occurred when some students did not change the verb in the sentence.

The last type of error is misordering. Based on the theory of Dulay (1982) defined that misordering error is a misplacement of words or structures in a sentence. Misordering errors are characterized by misplacement of either morpheme or structure in a sentence. That makes the sentence form unwell. Based on the data, there were 15 misordering errors from 31 students. The majority of misordering errors made by students are errors in processing or sorting words in a sentence. One example is writing “He helped his mother decide” which should be written as “He decided to help his mother” where the word order in an English sentence is different from Indonesian. Therefore, in writing English students must understand the structure of word writing well so that the intent and purpose of a sentence can be conveyed by the reader. This statement is also supported by Harmer in Iswahyuni (2014), who said that writing must be done with a good structure in order to provide understanding to the readers. This is different from the findings by Susanti (2017) in her results, which showed that misordering errors are the lowest errors made by students. However, he also mentioned why misordering errors could occur because they are caused by students writing incorrect word places in the sentences. Another finding conducted by Puspitasari (2021) stated that the common errors that are made by students in misordering are caused by the students’ writing the word or the letter in the wrong place.

CONCLUSSION

Based on the data which have been taken from the result analysis data, it can be concluded that the types of errors that the students made on the use of simple past tense in their writing narrative text in the tenth grade of SMK Muhammadiyah Segeran Juntinyuat based on Dulay’s (1982) theory were omission, addition, misinformation, and misordering. The total number of errors committed by 31 students is 106 errors. The frequency and percentage of the student’s errors in the use of simple past tense in writing narrative text based on Dulay’s theory were omissions of 69 errors with a percentage of 65%, addition 17 errors with a percentage of 16 %, misinformation 5 with a percentage 5 %, and misordering 15 with a percentage of 14%. The most common errors made by the students were omission, followed by addition, misordering, and misinformation. Omission errors occurred because some students still had problems constructing well-formed sentences in writing. From this explanation, it can be

concluded that most students were lack of understanding about using simple past tense in their writing. The students did not understand the use of tenses, especially the simple past tense in writing. Several students did not understand the use of tenses, especially the simple past tense in writing narrative text where the use of verb 2 is very important to give the reader the intent or purpose of a sentence that events or activities will or have been carried out in the past.

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