

AN ANALYSIS OF STUDENTS' ERROR ON THE USE OF SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT SMA ADABIYAH PALEMBANG

Ira Carmelita Naibaho

MIS IT Nurul Ikhwan Cahaya Ananda Palembang, Indonesia

Corresponding Email: iracarmelita02@gmail.com

Abstract:

The purpose of this study was to find out the types of errors in the used of simple past tense in writing narrative text made by eleventh grade students of SMA Adabiyah Palembang. The method of this study was quantitative. The subject of this study was eleventh grade students of SMA Adabiyah Palembang, which consisted of 31 students. The data obtained from the writing task and then analyzed by using a percentage as a data analysis procedure. There were found 137 errors in writing narrative text which the most dominant type were in misformation found 73 (53,28%) errors, then followed by 51 (37,22%) errors in omission, next addition got 11 (8,05%) errors, and the lowest error in misordering was 2 (1,45%). The result showed that the researcher found four types of errors, misformation, omission, addition and the last misordering.

Keywords:

*Error analysis;
Narrative text;
Past tense.*

Received: 05 April 2023

Revised: 10 July 2023

Accepted: 13 July 2023

INTRODUCTION

English is one of the subjects one at school due to some reasons. Wismono (2013) stated that English was crucial for students in Indonesia for at least four reasons. First, it was a required topic in Indonesian education. Second, English was a global language which was employed in a variety of sectors. Third, speaking English effectively would increase chances of landing better employment. Fourth, understand English effectively as a way to study anywhere and have an easier time obtaining scholarships.

In learning English, writing is one of the skills that students should acquire. Patel and Jain (2008) explained that writing skills must be taught and developed. Syatriana (2018) added that writing was a linguistic ability that is used to communicate indirectly with others rather than face-to-face. Then, Hartley (2008) stated that writing is commonly described as a hierarchically arranged, goal-directed problem-solving process. Writing could thus be probably thought of as a way of communicating between writer and audience (Reszy, 2013). Therefore, it can be concluded that writing is a skill of the English language that includes utilizing written media to communicate

In learning writing, narrative text is one of the texts that students need to acquire in eleventh grade (Syllabus 2013). As described in the Curriculum of 2013, the goals of learning writing, especially in the narrative text, are to analyze social function, text structure, and language elements from an oral text tale and create a shaped short story appropriate for the context. In addition, students are required to recognize the meaning of narrative material in the form of a brief oral and written tale. The main point is the students should be expected to be able to write narrative text appropriately and accurately after learning about the forms of narrative text.

In education, there are times when students make an error in the learning process. According to Gass and Selinker (2008), error analysis is a type of language that emphasizes mistakes made by learners when the particular language and the targeted language form were being developed. Meanwhile, according to Fauziati (2009), error analysis was a way of investigating SLA. The concentration was on learner errors and providing proof of how learner errors help students comprehend the basic concepts of second language learning and assimilation.

Based on preliminary study was conducted by interviewing three tenth-grade students and one of the teachers of English at SMA Adabiyah Palembang. Based on the interviews with three students, it was found that the students have difficulties in writing sentences with correct grammar and verb forms (D, S, and R, Personal Communication, March 15th, 2022). Then based on an interview to the teacher, she added that vocabulary and lack of grammar

were the most problems in the learning process (B, Personal Communication, March 12th, 2022). As a result, when the teacher explained to the learners, she took every effort to ensure that students understood, made the learning process more attractive for students, and made the learning process as exciting as she could (B, Personal Communication, March 12th, 2022). Based on the result of the preliminary study, the writer was interested to conduct a study on errors in writing narrative text at SMA Adabiyah Palembang.

Previously, some researchers conducted studies on errors in narrative writing. Pardosi et al., (2019), their research gathered information on the mistakes that students frequently make while writing narratives using the simple past. They commit mistakes in addition, omission, misformation, and misordering. Then, in the research by Manurung and Daulay (2020) stated that their identified four categories of errors: omissions, additions, misformation, and misordering. Researchers found that the most frequent inaccuracy students made was permitting them incorrect words because they did not understand the meaning and characteristics among regular and irregular verbs. Helmiyadi and Kamaliah (2021) research found that the students made many grammatical mistakes in their writing, with a high proportion of errors in one of three categories. The most common kinds of error were tense. From the previous studies above, the most common errors done by students are omissions, additions, misformation, misordering. So from that previous study can summarize that the students made an error in four categories omissions, additions, misformation, and misordering.

The gap between this research and Helmiyadi and Nurul (2021), Manarung and Daulay (2020) and also Pardosi et al., (2019) research is that, this research focused on students' past tense errors. In contrast, the previous study, especially Helmiyadi and Nurul (2021) research, was focused on finding out about students' grammatical aspects in writing narrative text. That research used a mixed method, although this research used quantitative research. Furthermore, the Manurung and Daulay (2020) research has a dominant past tense misformation error. They picked eighth-grade students as subjects, but this research focused on eleventh-grade students. Then in Pardosi et al., (2019), the most error detected in irregular verbs. Meanwhile, this research was concentrate on the general error of simple past tense. So from the statements above, this research focuses on searching the error analysis of simple past tense students. The researcher used a quantitative method and the subject of this research was eleventh-grade students.

LITERATURE REVIEW

The Process of Writing

In order to produce an excellent text, writing requires complex process. According to Harmer (2004), the writing process consisted of four major components. They are, planning is the process of arranging to accomplish something. Next, drafting is the technique of writing out all of your ideas and thoughts in their most basic form on a sheet of paper. Then, editing is a crucial step in getting a piece of writing ready for publication or public consumption and final version is the completed work of a writer, the writer has revised their draft and made any required adjustments, the final document produced.

Narrative Text

Narrative text is text that is told in a series way. This is supported by Keraf (2010) stated that narrative text was a narrative that presents a series of events. Rebecca (2003) added, a narrative text told the story of a series which logically and historically related events that were caused or experienced by various variables. Pardyono (2007) who said that a narrative text was a type of text that was used to restate past activities or events, as well as to depict problematic experiences and resolutions to amuse and, in some cases, to teach readers a moral lesson.

Generic Structure of Narrative Text

Experts proposed narrative text into generic structure. Agusta (2015) stated that basic narrative text structures, such as orientation, which emphasized the lead characters and sometimes some supporting characters. Generally, some indication of the location and time of an activity is provided. Then, Complication, which the author describes how the problem originates; occasionally, unforeseen occurrences occur. The last, Resolution which would be an alternative closure of event. The issue may be handled to one's satisfaction or dissatisfaction, but it is seldom left entirely unsolved. The writer may decide that resolution signifies the conclusion of a tale.

Simple Past Tense

Simple past tense used to describe anything that happened in the past. That is supported by Azar (2003), the simple past was employed to describe acts or circumstances that started and finished in the past (e.g., yesterday, last night, two days ago, in 1999). Uchiyama (2006), adopting the simple past tense usually indicated that the activity had already happened. Hence, it is clear from the preceding statement that the simple past tense belongs to such previous events.

Form of Simple Past Tense

Broukal and Wisniewska (2005) in Grammar Form and Function explained about form of the simple past as follows: (1) Affirmative statements in the simple past tense which include a subject and a verb's past tense. Form negative statements with a subject + did not + a base verb. (2) Yes/no questions with did + subject + base form. In short answers, we use a pronoun subject + did or didn't.

The simple past tense is separated into three categories: positive, negative, and interrogative, based on the definition and formulation presented out through Broukal and Wisniewska (2005).

Error Analysis

In education, there are times when students make an error in the learning process. Error analysis is a type of language study that, in accordance with Gass and Selinker (2008), emphasized errors committed by learners as the particular language and the intended language form were being created. There's a significant distinction between errors and mistakes. Brown (2007) claimed that errors and mistakes were technically distinct occurrences. A mistake was a performance fault that was either a random guess or a failure to use a recognized system appropriately. The difference between a mistake and an error must be distinguished, a mistake would be self-corrected whereas an error cannot.

Types of Error

Experts proposed errors into types, based on Dulay et al's., (1982) theory. They are: (1) The missing of a component that is necessary for a well-formed utterance is known as an omission. (2) The next addition was indeed the absolute reverse of the recent subtraction. (3) The inappropriate usage of word forms or structure is subsequently employed to describe misinformation errors. (4) The final type of misordering involves messing up a morpheme or set of words in a phrase.

RESEARCH METHODOLOGY

Since this research used data and numerically, This study applied quantitative approach. In line with that, Fraenkel et al., (2012) stated that quantitative analysis research explains events by methodically designing and systematically collecting and analysing data. Sugiyono (2011) stated that quantitative research strategies were, in fact, subjectivist research techniques that were used to analyze the population or a particular small sample. The population of this study was SMA Adabiyah Palembang eleventhgrade students. Convenience sampling was applied in this study. Convenience

sampling is selects participants because they are ready and available to be studied (Creswell 2012) Thus, 31 students of class XII IPS where chosen as the sample since they were available for the study.

To analyze the data, the researcher used step by Ellis (1997) to conduct error analysis, such as the first, identification of error in this step identified the 34 errors by underlining every component of the sentence. The second, describing errors, in this part the researcher identification the data and classified as four categories based on Dulay et al's., (1982) theory. The third, explaining errors, this section explained the kind of each categories. The last, error evaluation, the researcher calculated the students' error based on Fraenkel et al., (2012) formula to get the percentage of errors as follows:

$$p = \frac{f}{n} \times 100\%$$

Which:

- P = Percentage of the errors.
F = Frequency of errors.
N = Total Number of the errors.
100% = Constant value.

FINDING AND DISCUSSION

FINDING

According to the data, 137 errors were found by the researcher, such as 51 errors of omission, 11 errors of addition, 73 errors of misinformation and 2 errors of misordering.

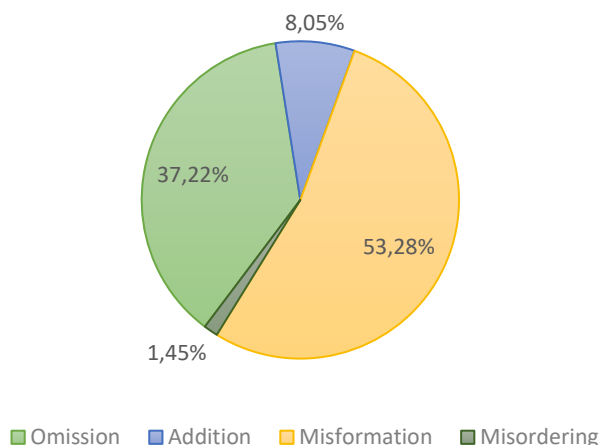
Table 1
Result Analyzing The Percentage Of Each Type Errors

No	Types of error	Total of error	
		In number	In percentage
1	Omission	51	37,22%
2	Addition	11	8,05%
3	Misformation	73	53,28%
4	Misordering	2	1,45%
	Total	137	100%

There were found 137 errors in writing narrative text which the most dominant type were in misinformation found 73 (53,28%) errors, then followed by 51 (37,22%) errors in omission, next addition got 11 (8,05%) errors, and

the lowest error in misordering was 2 (1,45%). The result showed that the researcher found four types of errors, misinformation, omission, addition and the last misordering.

Chart 1
The Percentage of Students' Errors



Omission error identified 51 errors. There were such an errors sentence made by students, such as: “She open the cucumber” instead of “She opened the cucumber”. Then “The giant agree” became “The giant agreed”. Moreover, “The merchant allow Malin Kundang to sail with him” instead of “The merchant allowed Malin Kundang to sail with him”. There were 12 errors found in addition. The errors of sentences such as “He is usually went to the sea to catch fish” instead of “He usually went to the sea to catch fish”. Then “Timun Mas was decided to go to the jungle” it should be “Timun Mas decided to go to the jungle”. 73 errors found in misinformation sentence made by students, such as “It makes prince hear her voice” instead of “It made the prince heard her voice”. The next “Malin Kundang say that he don’t know that old woman” the correct one was “Malin Kundang said that he didn’t know that old woman”. The error type in misordering error were found three errors, such as “She ran away from the instant” it should be “She instantly ran away”.

DISCUSSION

Based on the result of research could conclude that the highest type error made by students were misinformation in categories of alternating form that were occurred in this research study. The students usually made error in using verb. The students still wrote sentence by using the simple present tense or the first form of the verb although the students were asked to write in simple past

form. The example of alternative error sentence made by students, such as "It makes prince hear her voice" instead of "It made the prince heard her voice".

Research by Vera (2020) found the most common mistakes made by the tenth grade students of SMAN 01 Kampar Timur are misinformation errors, which accounted for 58.4 % of all errors. Also, it was followed by omission errors (35.6%), addition errors (3.9%), and misordering errors (1.9%). This research has similarity to find out the error analysis of students whereas the difference is in technique analysis, Vera's research conducted qualitative method although this research used quantitative method.

Then, research by Sari et al., (2021) in the title of "An Analysis Of Students' Simple Past Tense Errors In Writing Narrative Text at Grade of X SMA Negeri 1 Sei Balai. The most common mistake committed by students was misinformation, which accounted for 72 % of all errors. It accounts for more than half of the overall number of mistakes made by students. The Error misinformation is caused by the incorrect usage of the morpheme or structure. Based on the research above this two research has differences in the form of 26 methodology. Besides that, the similarity of this research is the same as the research problem of analysis of students' simple past tense errors in writing narrative text.

So from that previous research, it can be conclude that, this research had similar results of the types of error, the researcher found four types error of research such as, omission, addition, misinformation and misordering. It occurred as a result of students not comprehending grammar, specifically in the simple past tense, where the most frequent errors type was misinformation. Also, the student was unable to comprehend the definition or distinctions between regular and irregular verbs. Students also had trouble understanding the rules and usage, especially when it came to constructing and modifying verbs based on subject-verb agreement in sentences. They also were unable to understand the movement of verbs and the indefinite to the past tense. From that reasons the students must improve their knowledge and understanding in grammatical aspect especially in learning tenses. To improve their knowledge they can do while write because also can improve their writing skill.

CONCLUSION

The researcher reached the conclusion that there were 137 errors in the simple past tense that developed in students' narrative writing. The most frequent kind of error was misinformation, which was followed by omission errors, addition errors, and errors in addition. The least frequently occurring error was misordering. The findings indicated that the researcher discovered four different forms of errors: misinformation, omission, addition, and

misordering. This study can provide a reference to other research that do the same research of this research. This research is not too perfect yet and needs additional explanation. It still need elaboration from other researchers who are interest do studying errors in writing text.

ACKNOWLEDGEMENTS

My name is Ira Carmelita Naibaho, I was born in Bangunsari 06 February 2001. I come from the beautiful village named Belitang, OKUT exactly in Sridadi. I have completed my education at Raden Fatah State Islamic University Palembang in January 2023. I work at MIS IT Nurul Ikhwan Cahaya Ananda Palembang, as an English teacher. I am interested in taking up this research because the phenomena that exist in the school made me corious to research this problem also this problem at this school not yet research by previous researchers and I conducted this research as my wonderful experience.

REFERENCES

- Agusta, D. (2015). *Improving students' ability in writing narrative text using short animated stories at class VIII C of SMPN 2 Sanden, Bantul in academic years of 2013/2014* [Undergraduate thesis]. Universitas Negeri Yogyakarta, Yogyakarta, Indonesia.
- Azar, B. S. (2003). *Fundamentals of English grammar (Third Edition)*
- Broukal, M. Wisniewska, I. (2005). *Grammar form and function 3A*. Gramedia.
- Choudhury, A. S. (2013). Speaking, writing, and developing writing skills in English. *Language in India*, 13(9), 27-32.
<http://languageinindia.com/sep2013/anindyawritingskillsdevelopmentfinal.html>
- Dulay, H., Burt, M. & Krashen, S. D. (1982). *Language two*. Rowley.
- Ellis, R. (1997). *Second language acquisition*. Oxford University Press.
- Fitria, S. A., Wennyta, W., & Ismiyati, Y. (2022). An error analysis of using simple past tense in writing narrative text at tenth grade students of senior high school 1 Jambi. *JELT: Journal of English Language Teaching*, 6(1), 43-48.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluateresearch in education*. Mc Graw Hill.
- Gass, S. M., & Larry, S. (2008). *Second language aquisition*. Routledge.
- Hartley, J. (2008). *Academic writing and publishing: A practical handbook*.
<https://doi.org/10.4324/9780203927984>
- Harmer, J. (2004). *How to teach writing*. Longman.

- Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. ASCD.
- Helmiyadi, H., & Kamaliah, N. (2021). An error analysis of students' writing in narrative text. *JESS (Journal of Education on Social Science)*, 5(1), 51-64. <https://doi.org/10.24036/jess.v5i1.318>
- Jupriaman, Y., Rosminah, L., Malik, J. H. A., & Rantaupraptat, J. S. (2018) An analysis students' errors in using past tense in writing narrative text on eleventh grade students of SMA Negeri 1 Aek Natas. *Revolution of English Departement Journal*, 2(1). 1-10. <https://ejurnal.univalabuhanbatu.ac.id/index.php/red/article/view/242/185>
- Keraf, G. (2010). *Argumentasi dan narasi*. Gramedia.
- Manarung, H. S., & Daulay, K. I. (2020). Error analysis on the use of past tense in narrative text. *Bahasa Indonesia Prima*, 2(1). 58-62. <http://jurnal.unprimdn.ac.id>
- Pardiyono. (2007). *Pasti bisa. Teaching genre-based writing*. Andi Offset.
- Pardosi, J., Veronika B., Karo, R., Anggun, S., Sijabat, O., Pasaribu, H., & Pasca, T. N. (2019). An error analysis of students in writing narrative text. *Linguistic, English Education and Art (LEEAA) Journal*, 3(1), 159-172. <https://doi.org/10.31539/leaa.v3i1.983>
- Patel, M. F., & Jain, P. M. (2008). *English language teaching*. Sunrise Publisher.
- Rebecca, J. L. (2003). *A critical handbook of children's literature*. Pearson Education, Inc.
- Septiani, T. A. (2012). *An error analysis on the use of simple past tense in students' narrative writing (A case study at the tenth grade students of SMAN 9 Tangerang Selatan)* [Undergraduate thesis]. Islamic State University Syarif Hidayatullah, Jakarta, Indonesia.
- Syatriana, E. (2018). Implementing a design model in teaching writing through reflection strategy for Indonesian EFL students. *International Journal of Humanities and Innovation*, 2(2), 100-104. https://library.unismuh.ac.id/uploaded_files/temporary/DigitalCollection/
- Sugiyono, S. (2012). *Metode penelitian kuantitatif kualitatif dan r&d*. Alfabeta.
- Uchiyama, K. (2006). *English verb tenses*. Chabot College.
- Umam, C., Fajri, F., & Dede R. (2018). An error analysis of simple past tense in writing narrative text at second grade SMAN 1 Ciomas. *Journal of English Language Teaching and Literature (JELTL)*, 1(1), 74-80. <https://doi.org/10.47080/jeltl.v1i1.113>.

- Vera, T. O. (2020). *An error analysis on the use of simple past tense on students' narrative writing at the tenth grade of senior high school 01 Kampar Timur* [Doctoral Dissertation]. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Wismono, P. (2013). *The importance of English language for young learners in Indonesia* [Undergraduate thesis]. Universitas Negeri Semarang, Semarang, Indonesia.
- Zuraidah, A. (2021). An error analysis of the students' in writing narrative text at grade x SMA Negeri 1 Padang Bolak Julu. *Jurnal ESTUPRO*, 6(3), 85-94. <https://jurnal.ugm.ac.id/index.php/ESTUPRO/article/view/875>