AN ANALYSIS OF ERRORS ON THE USING SIMPLE PAST
IN WRITING A NARRATIVE TEXT

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ABSTRAK

Penelitian ini bertujuan untuk memeriksa kesalahan penggunaan past tense pada penulisan narative text oleh 12 partisipan. Partisipan adalah mahasiswa departemen bahasa Inggris semester 2 STKIP Paracendekia NW Sumbawa tahun akademik 2014/2015. Penelitian ini adalah penelitian deskriptif kualitatif. Instrument yang digunakan adalah partisipan menulis narative text. Hasil dari penelitian ini menunjukkan adanya kesalahan yang dilakukan oleh partisipan dalam penggunaan *past tense*. Semua kesalahan dalam menggunakan *past tense* sudah dikategori dan diidentifikasi, yaitu *addition, omission* dan *misformasion*. Aspek-aspek menulis dalam bahasa Inggris merupakan masalah-masalah yang sulit bagi partisipan. Penelitian ini memberikan harapan sebuah cara kepada mahasiswa untuk menginternalisasikan aturan-aturan sasaran bahasa, yaitu bahasa Inggris. Seperti pengetahuan tentang permasalahan-permasalahan pembelajaran bahasa adalah berguna bagi dosen-dosen untuk menyediakan informasi terhadap kesalahan yang umum pada pembelajaran bahasa sehingga dapat digunakan untuk memperbaiki materi pengajaran yang efektif.

Kata Kunci : analisis kesalahan, *past tense,* menulis text narative

INTRODUCTION

Today we face many problems of life, and in this global era we are supposed to have a lot of skills to made ourselves surviving in each part of life needs. In the global era English is important because English is used to communicate all people in the world. English plays important roles bearing on many aspects, including economics, education, military and politics.

Nowadays we cannot avoid the interaction with other nation in the world. because we need to master a language that is widely used all over the world. Harmer (2001: 2) predicted that English would remain dominant among world languages and remain a vital linguistic tool for many business people, academicians, tourists and citizens of the world wish to communicate easily across nationalities.

English is the first foreign language in Indonesia, which is taught from elementary level to university level. English is also intensively used in international communication either in written or in spoken communication. In addition, many books of science, technology, art and other published issues are written in English.

In learning English there are four skills that should be mastered by the students, those are listening, reading, speaking, and writing. These four skills are often regarded as serious problems by them. They commonly feel anxious when they are assigned to do the task, especially when they are asked to understand an English text.

Among the four skills, based on the researcher experience, writing is considered as the most difficult one to learn by students. This is because it involves several components which have to be considered in writing, namely: content, rhetoric vocabulary grammatical structures and writing mechanics such as punctuation and capitalization.

According to Langan (2011), writing is actually a skill which grows as a result of constant practices. From this perspective, writing implies the successful transmission of ideas from a speaker to a listener via a text, and this exchange of information becomes a powerful means to motivate and encourage the development of language skills. In writing skill of English, the past tense pattern is very important to study. For example, the students want to write their experience about vacation in a place it will be easy for them because all the past event will be used in the writing task.

In English, there are integrated skills to master such as: speaking, listening, reading, and writing and three components of language learning that should be mastered by the students, that is; vocabulary, pronunciation and grammar. Learners are supposed to master grammar because it provides a set of rules that

enable them to produce correct sentences. Grammar occupies a central position in the study of language because grammar is essential for the learners to identify the punctuation and help in understanding literary and non-literary texts. Nowadays, grammar has been taught in all Indonesian educational institutions. However, the students face many difficulties in mastering grammar since they have to master many rules in producing sentences in English, for example, tenses in English and other grammatical forms.

The underlying assumption is that students' errors made in grammar are systematic and classifiable. Attention to error type and an understanding of the violation or misuse of specific grammar rules offers teachers a means of helping students deal with language and usage problems. Errors can be used as the feedback because knowing the learners' errors, the teachers can realize whether their materials and their techniques are effective or not. Furthermore Brown (2001:165) states that error refers to those idiosyncrasies of system within which a learner is operating at the time. Therefore, this study can be used as a feedback for the teachers and the learners themselves in learning simple past tense as one of tenses form in English.

Statement of the Problem

Based on the background above, the statement of the problems as follows:
1) What kinds of errors are committed by the second semester students of English   Education Department of STKIP Paracendekia NW Sumbawa on the using simple past tense in writing a narrative text?
2) What are the causes of the errors on the using simple past tense in writing a narrative text of the second semester students of English Education Department of STKIP Paracendekia NW Sumbawa?

Objectives of the Study

Based on the statement of problems above, the objectives of the study formulates as follows:
1) to find out kinds of errors on the using simple past tense in a writing narrative text made by the second semester students of English Education Department of STKIP Paracendekia NW Sumbawa.
2) to find out the causes of errors on the using simple past tense in writing a narrative   text for the second semester students of English Education Department of STKIP Paracendekia NW Sumbawa.

RESEARCH METHODOLOGY

Research Design

This study was descriptive qualitative. Qualitative research is an approach called as an investigative approach because the researcher usually collects the data by direct contact and does the interaction with people in a research place (McMillan and Schumacher, 2003, in Syamsuddin and Damaianti S. Vismaia, 2007). By qualitative approach, the researcher would describe and analyze every individual in their life and their thinking.

The researcher used this method to examine the events or phenomena of students, especially to find out "errors analysis using simple past tense in writing a narrative text". Sugiono (2005:60, in Syamsuddin and Damaianti S. Vismaia, 2007) states that the qualitative research is a research that is used to describe and analyze phenomena, event, social activity, attitude, belief, perception and people' thinking either in individual or in a group.

Time and Participants of the Study

This study was held at the English Department of STKIP Paracendekia NW Sumbawa in academic year 2014/2015. The participants were 12 the second semester students of English Education Department of STKIP Paracendekia NW Sumbawa in academic year 2014/2015.

Research Instrument
1. Writing test
The writing test is to write a narrative text by using simple past tense. The students were asked to write in completed narrative text using by appropriate simple past tense.

2. Observation
In this observation the writer as an observer, just only observed and not involved in the teaching process.

Technique of Data Collection

The data needed is the research consisted of students' errors in using English simple past tense collected by using test. In administrating the test, the researcher used some steps: First, giving the explanation of test was going to be given. Second, each student was given the test and asked them to answer the test properly. Third, after finishing doing the test on the time provided, their answer sheets were collected and for the last time, the students' answers were going to be evaluated.

Technique of Data Analysis

This research used a descriptive analysis, it means that the data collected were analyzed by using a descriptive technique. The data were analyzed as follows:
1. Categorize kinds' of error made byall of the students.
2. Tabulate percentage of students' error made by all of the students.
3. Predict causes of errors of using English simple past tense.
4. Evaluate the causes of error made by the students in using the English simple past tense

RESEARCH FINDINGS AND DISCUSSION

Finding of Students' Errors

Considering the result of data, the researcher found the number of errors by the students were 9 (75%) on misformation, the number of errors by the students were 7 (58.33%) on omission and the number of errors by the students were 6 (50%) on addition. As it was stated previously, the maximum errors were made by the students from the test delivered was 14 errors on formation, and minimum was 9 errors on omission and addition.

Table 1. Kinds of errors' committed by the students

No	Kinds of errors committed	Number & Percentage		Committed by students
		Number	Percentage	
1	Addition	9	50%	6
2	Omission	9	58.33%	7
3	Misformation	14	75%	9

Kinds of Error

1. Addition Error

The data of the study was obtained from the students' errors in using simple past tense in writing narrative text. For example, "we <u>are was</u> there last month", "we <u>were went</u> to school", "we saw <u>many peoples</u> there" are including to addition errors.

Table 2.Students' errors in Addition.

No	Code	N.Errors	Errors
1	A	3	- (1) We sangs, (2)we were direct prepares,and (3)we were direct - I also tries another funny enthrall
2	B	1	- we saw many peoples there
3	C	1	- After dinner we were slept at 01.00. Pm.
4	F	1	- (1) That's my experience is very happy and scared.
5	G	2	- (2) The experience is can't I forgot, forever
6	J	1	- I had planned to follow my uncle went to the garden.
Total	6	9	

2. Omission Error

The examples of omission errors such as, "we there last month", "they very happy", "we discuss about the topic". Those examples include to omission because there are absence of certain item.

Table 3.Students' errors in Omission.

No	Code	N.Errors	Errors
1	A	2	- (1) we felt happy visit the labu pade beach.
			- (2) we visit the labu pade beach again.
2	B	1	- I prepare some clothes for I wore in my village.
3	D	1	- Las month I went to labu pade with my friends.
4	E	1	- The beach very beautiful and good.
5	G	2	- (1) Lat month, our class went to labu pade for picnic.
			- (2) Las week I went to the market with my mom.
6	H	1	- Although the wheater very hot.
7	K	1	- After we arrive in there.
Total	7	9	

3. Misformation Error

The examples of misformation errors such as "we was there last month", "we was glad visit that place", "we celebrate with drinking coconut ice" those examples are include to misformation error which not accepted in grammatical rule because of the wrong placement or form.

Table 4.Students' errors in Misformation.

No	Code	N.Errors	Errors
1	A	2	- (1) We go there early morning. (2)Finally, we in kelungkung
2	B	2	- (1)We is very tired. (2) me took a rest around there
3	C	1	- Semongkat is one place in Sumbawa is beautiful place.
4	F	1	- me made a castil from sand.
5	H	2	- (1) me and my friend swam,
			- (2) me and my friends went holiday to labu padi
6	I	1	- After that, me prepared to go home with the same bus.
7	J	1	- When I will to climb banana boat be lost my money.
8	K	1	- First, the road passes away kerato then sering.
9	L	1	- If didn't we Pedang very strong, so we push the cycle until up.
Total	9	14	

The Causal Factors of Error

The first factor was inter-lingual factor in using simple past tense. It was known that in simple past tense, the choose of the word form should consider. That happen because there are so many form of word or V2 still as the based problem when students' write something in past. The second factor of the students' errors caused by intra-lingual factor. It concerned more on the complexity system of English in using simple past tense.

a. Adverb Interference

This cause appears when adverb patterns of native language (indonesian) are transferred into foreign language (English).
Example; at there we tried many games should we tried many games there, at there replace to there.

Table 5.Students' errors in adverb interference.

No	Code	N.Errors	Errors
1	A	1	- After we arrive in there
Total	1	1	

b. Copulative Verb Interference

This cause occurs because the foreign language is very different from the native language in accordance with copulative verb. It seems that learners tend to miss copulative verbs (be verbs) in the sentences.
Example;she very lonely should she look very lonely.

Table 6.Students' errors in copulative verb interference.

No	Code	N.Errors	Errors
1	E	1	- Although the weather very hot.
2	G	1	- Me and all of my friends very happy with that holiday.
Total	2	2	

c. Word Order Interference

This cause emerges when the composition of word order, particularly noun phrase and adjectival phrase, or the foreign language is different from the native language. In the native language modifier word should be placed after the modified word, but on the contrary in the foreign language modifier word should be put before the modified word.

Example; Store handicraft should become handicraft store

Table 7. Students' errors in word order interference.

No	Code	N.Errors	Errors
1	C	1	- Do you know beach Saliper ate?
Total	1	1	

d. Tense form Interference.

This cause emerges when learners tend to use their verb after subject without pay attention to thestructure of grammatical rules.

Example; He brake the glass should he broke the glass

Table 8: Students' errors in tense forminterference.

No	Code	N.Errors	Errors
1	E	1	- We happy went to Semongkat.
2	F	1	- we training basket ball.
Total	2	2	

e. Overgeneralization

This cause emerges when learners tend to use their common senses and come to generalization of certain sets of grammatical rules.

Example; After dinner we were slept at 01.00. pm should After dinner we were sleep at 01.00. Pm

Table 9. Students' errors in overgeneralization.

No	Code	N.Errors	Errors
1	A	1	- I can went there once again.
Total	1	1	

f. Ignorance of Rule Restriction

This cause appears when it is closely related to the generalization of deviant structures which learners fail to observe the restriction of existing structure, that is, the application of rules to context where they did not apply.

Example; I hoped, we visit the Kencana beach again should become I hopes.

Table 10. Students' errors in ignorance of rule restriction.

No	Code	N.Errors	Errors
1	D	1	- We are all plants will went to there again someday.
Total	1	2	

g. Incomplete Application of Rules

This cause happens when learners do not apply all the rules they have learned, which is due to incomplete learning. In other words, they do not completely master the rules and their application, and therefore they do not implement those rules in accordance with the circumstances. Example; the river very beautiful should the river is very beautiful.

Table 11. Students' errors in incomplete application of rules.

No	Code	N.Errors	Errors
1	F	1	- Finally, we in kelungkung
Total	1	1	

CONCLUSION AND SUGGESTION

Conclusion

1. Based onthe data analyzed above. The researcher found out that the students' errors are classified into addition, omission, and misformation, those were; errors by the students was 9 (75%) in formation, 7 (58.33%) in omission and 6 (50%) in addition.
2. Knowing the fact that based on discussion. The researcher concluded that there were six kinds of causal factors errors. Those were; adverb interference, copulative verb interference, word order terference,tense forminterference, errors in over generalization, ignorance of rule restriction, and incomplete application of rules.

It can be concluded that the second semester students of English Education Department of STKIP Paracendekia NW Sumbawa in academic year 2014/2015 still found some difficulties on the using simple past tense in writing a narrative text.

Suggestion

   The researcher found that the second semester students of English Education Department of STKIP Paracendekia NW Sumbawa in academic year 2014/2015 still made some errors in using the formulas of simple past tense. The researcher would like to offer some suggestion both to students' and the lecturers of English.

1. The language system underlying simple past tense is complex. So, it is suggested to the lecturer to create good strategy in teaching the formulas of simple past tense, by giving the students' more practice.
2. It is suggested to the students to remember the used of V2 and practice using simple past tense in spoken or written form as productive skill.

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