

Error Analysis of Using Simple Past Tense on Narrative Text

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Abstract

This study aims to analyze the error of using simple past tense on narrative text. The activity is focused on the use of the verb; regular verbs, irregular verbs, and auxiliary verb. This study used qualitative methods, instruments used in this study was a test in the form of gaps test where researcher will analyze the mistakes made by the students. The sample of this research is IX grade students at SMP PGRI 3 Bogor. Based on the results of data analysis that researcher did, it can be concluded that students of class IX SMP PGRI 3 Bogor in filling the gaps tests still contained errors. Researcher found that students made many mistakes in the use of regular verbs, irregular verbs, even the most error is the use of auxiliary verb.

Keywords: error, simple past tense

A. Introduction

Language is an agreement that we approve its use as a communication tool that will enable us to talk with each other's. Language is also a very important role in this life because it is used in a variety of ways. Along with the development of science and technology, and is associated with the world of education that are currently experiencing a significant increase. The dynamics of education in Indonesia proved to have occurred variations and significant quality improvement through the contribution of science and technology. The development of teaching methods, evaluation methods, methods of quality assurance, and so that all are examples of developments that occurred in Indonesia now.

Education is an activity that has lasted a lifetime. Since the man has occurred educational efforts to provide the ability to subject students to be able to live in the community and the environment. In addition, education is

also seen as a situation that can mature learner on a change and development in society.

In accordance with Act No. 20 of 2003 Chapter II Article 3, "national education serves to develop skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop the potential to become a man of faith and piety to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become responsible citizens. Therefore, education should be supported by governments, communities, parents, and educators. "

In the process of teaching and learning, they often encountered some students who do not understand and comprehend the material presented by the teacher. Why does this happen? To support the teaching and learning process, the teacher must have and implement specific strategies so that students can learn effectively. This can be done in various forms, such as learning time management. English learning activities is one of the activities included in the learning process. Learning English in the classroom focused on how active students to master the skills that are running one of which is the acquisition tense or grammar. In many English learning method and the manifold, a variety of learning methods are used to achieve the learning outcomes of students in mastering the English language.

One step in the hold of the evaluation process is giving good teaching as progress in the learning process and to determine the success of teaching and learning processes as stated by Arikunto (2010: 2) that "The so-called conduct evaluations that measure and assess". With teacher evaluations, can measure how far the achievement of learning and assess how good the quality of learning. It was clarified again by Ralph Tyler (1950) in Arikunto that "Evaluation is a process of collecting data to determine the extent to

which, in any case, and how the educational goals have been achieved". The evaluation method will certainly answer questions related to how the real conditions in the learning. This is supported by evaluation tools (instruments) that follow certain principles to describe the situation as precisely as possible and be able to produce an evaluation which will be the basis for the teachers in taking the next step to increase the quality of teaching learning process is increasing.

If the evaluation is associated with language skills, the course will cover four basic competencies in language, namely skills speaking, listening, reading and writing in a foreign language is learned. So, in any models of evaluation, will be analyzed for the assessment, in speech intelligibility, listening, reading, and writing. Thus, in each of the evaluation model will be revealed how far the four basic competencies are applied. At each evaluation model, there must be emphasis or the main purpose, such as, placement test, course evaluation aims to determine the placement of the participants. Hence, achievement test, which aims to identify the achievements of the participants. Just as described in the evaluation principles are said by Arikunto (2010: 24) that there is a general principle and important in the evaluation, namely the triangulation - or close association of three components, namely between (a) learning objectives, (b) learning activities, and (c) evaluation. In this context, the question arises: Is there an evaluation model that will describe one basic competency (prior knowledge, development, and current abilities), for example, to determine the progress of the ability to use the structure of the language? The use of the structure on the simple past tense narrative essay (narrative text).

English is a foreign language in Indonesia, resulting in language learning students have difficulty in class and did not rule out the possibility of

errors. Various methods are widely applied in the evaluation of learning English language learning activities, especially in the ability to use the structure of the simple past tense. In measuring the learning outcomes of English teachers use a lot of evaluation methods such as: a method of role playing, problem-solving methods (problem solving), the method of picture and picture, jigsaw method, the method portfolio, a model lesson study and others. With these methods are expected objectives achieved in accordance with the teaching formulated by educators.

Based on the above information, the authors are interested in knowing the overall picture of student competence especially competence to write a narrative. The problems of this study are: What type of error made by students in the use structure of the simple past tense in narrative essay? The type of dominant error? For that conducted the survey on the use of the structure of simple past tense. Thus, the title of this paper is "Error Analysis of Using Simple Past Tense on Narrative Text"

B. Method

Observation method is observation of everyday man using eye senses as the main tools in addition to other senses such as the ear, smell, mouth and skin. A new observation can be categorized as research data collection activities if the following criteria: Observations are used in research and has been planned as systematic. Observations should be related to the research objectives that have been set. Observations are recorded systematically and linked to a general proposition and is not presented as something just to attract attention. Observations can be checked and controlled on the validity and reliability.

This research, could finally split into several stages of research including the following: Reading student's work on narrative text, finding the errors, Classifying the errors, Reconstructing student's work, Accumulating and Distributing of errors by calculating the percentage of error. Here is the formula:

$$P = f_i / N \times 100\%$$

Information:

P = Percentage sought

Fi = frequency of each error

N = Total mistake

C. Findings and Discussion

For a description of the fault structure that students do in filling gaps tests, researcher found fault structures and classifies into three aspects, namely:

- 1) Regular verb
- 2) Irregular verb
- 3) Auxiliary verb

Based on the above three aspects that this study will look complete with make mistakes reconstruction structure of the student. Below is a table that shows errors in general, or better known as the common descriptor table errors.

General description of Errors

Student's writing	No of Sentence	Total of Gaps	No of Errors
1	24	29	5
2	24	29	5
3	24	29	8
4	24	29	3
5	24	29	3
6	24	29	4
7	24	29	9

8	24	29	6
9	24	29	9
10	24	29	3
11	24	29	6
12	24	29	7
13	24	29	10
14	24	29	3
15	24	29	5
16	24	29	3
17	24	29	5
18	24	29	6
19	24	29	8
20	24	29	7
21	24	29	15
22	24	29	18
23	24	29	22
24	24	29	13
25	24	29	7
26	24	29	6
27	24	29	13
28	24	29	6
29	24	29	6
30	24	29	6
TOTAL	720	870	226

According to the table above error, test that was done by the students, there were 24 sentences and 29 gaps filled and 226 is a total error. It shows that the number of students of class IX SMP PGRI 3 Bogor quite understand the test filling gaps and can use the simple past tense structure. However, the result should be analyzed. In this chapter the researcher describes and classifies errors into three aspects of the verb, ie regular verb, irregular verb and auxiliary verb.

Error of Regular Verb

There are some errors the use of structures, the use of regular verb. The table below will explain the process of filling the gaps, reconstruction, and categorization.

Error of Regular Verb

Student's writing	Reconstruction	Category
After prepared our selves,.....	After <u>prepared</u> our selves,.....	Misformation of verb 2
Then, we checking in to the hotel.	Then, we <u>checked</u> in to the hotel	Misformation of verb 2
I have many impressives during the vacation.	I <u>had</u> many impressives during the vacation	Misformation of auxilliary verb
Then, we went in to the hotel.	Then, we <u>checked</u> in to the hotel.	Misformation of verb 2
After were our selves,.....	After <u>prepared</u> our selves,.....	Misformation of verb 2
Then, we are in to the hotel.	., we <u>checked</u> in to the hotel.	Misformation of verb 2
After she our selves,.....	After <u>prepared</u> our selves,.....	Misformation of verb 2
Second day, we we the day on Tanjung Benoa beach.	... day, we <u>enjoyed</u> the day on Tanjung Benoa beach.	Misformation of verb 2
First day, we vis Sanur Beach in the morning.	First day, we <u>visited</u> Sanur Beach in the morning	Misformation of verb 2
First day, we are Sanur Beach in the morning.	First day, we <u>visited</u> Sanur Beach in the morning.	Misformation of verb 2
Then, we are in to the hotel.	., we <u>checked</u> in to the hotel.	Misformation of verb 2
After is our selves,.....	After <u>prepared</u> our selves,.....	Misformation of verb 2
Second day, we was the day on Tanjung Benoa beach.	... day, we <u>enjoyed</u> the day on Tanjung Benoa beach.	Misformation of verb 2
We are so many water	We <u>played</u> so many water	Misformation

sports such as banana boat, jet sky, speed boat etc.	sports such as banana boat, jet sky, speed boat etc.	of verb 2
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The table above can be described that the students' knowledge of regular verb is still lacking, because there are errors in using them. Then the errors of regular use of the verb can be classified or categorized into misformation of verb2 or errors in the placement of a second form of the verb. Then an interesting and particular note researcher found that the error does not fall into the category of any error, either misformation (incorrect form), misordering (incorrect order), omission (removal), or addition (addition).

Error of Irregular Verb

There are some errors of the use of structures, in particular the use of irregular verb. The table below will describe the process of filling the test, reconstruction, and categorization.

Then an interesting and particular note in this study found that the error does not fall into the category of any fault, either misformation (incorrect form), misordering (incorrect order), omission (removal), or addition (addition).

Below is a table description of students' knowledge of irregular verbs are still lacking, because there are errors in using them. Then the mistakes use irregular verbs can be classified or categorized into misformation of verb2 or errors in the placement of a second form of the verb.

Error of Irregular verb

Student's writing	Reconstruction	Category
We meet so many other tourists there.	We <u>met</u> so many other tourists there.	Misformation of verb 2

...day, we spended our time in Sangeh.	...day, we <u>spent</u> our time in Sangeh.	Misformation of verb 2
We see a great scenery.	We <u>saw</u> a great scenery.	Misformation of verb 2
Error of Auxiliary Verb		
... I buyed some Bali Tshirt...	.. I <u>bought</u> some Bali Tshirt..	Misformation of verb 2
TWe shaw a great scenery.	We <u>saw</u> a great scenery.	Misformation of verb 2
h We watt a great scenery.	We <u>saw</u> a great scenery.	Misformation of verb 2
e rThe last day, we spend our time in Sangeh.	The last day, we <u>spent</u> our time in Sangeh.	Misformation of verb 2
e We seed a great scenery.	We <u>saw</u> a great scenery.	Misformation of verb 2
a The last day, we could our time in Sangeh.	The last day, we <u>spent</u> our time in Sangeh.	Misformation of verb 2
r We meeted so many other tourists there.	We <u>met</u> so many other tourists there.	Misformation of verb 2
e We soud a great scenery.	We <u>saw</u> a great scenery.	Misformation of verb 2
r We meated so many other tourists there.	We <u>met</u> so many other tourists there.	Misformation of verb 2
o We also gone to Penyu Island...	We also <u>went</u> to Penyu Island...	Misformation of verb 2
r		
s		

in the use of tenses, in this aspect is found mistakes in doing the students in filling the gaps tests, the use of structures, in particular the use of auxiliary verb. Then there are errors that are not included in this discussion, which is found errors are classified as auxiliary verb. Modal auxiliary verbs that aids in place of the main auxiliary word to modify the meaning of the main verb serves to express willingness or ability, needs and possibilities. The auxiliary

verb, among others: can, could, may, MIGHT, would, shall, should, and ought to. Then an interesting and particular note is found errors that did not belong to the category of any errors, either misformation (incorrect form), misordering (incorrect order), omission (removal), or addition (addition).

Below is a table description of students' knowledge of the auxiliary verb is still lacking, because there are errors in using them. Mistakes use of auxiliary verb can be classified or categorized into misformation of auxiliary verb or an error in the placement of auxiliary verb.

Error of Auxiliary Verb

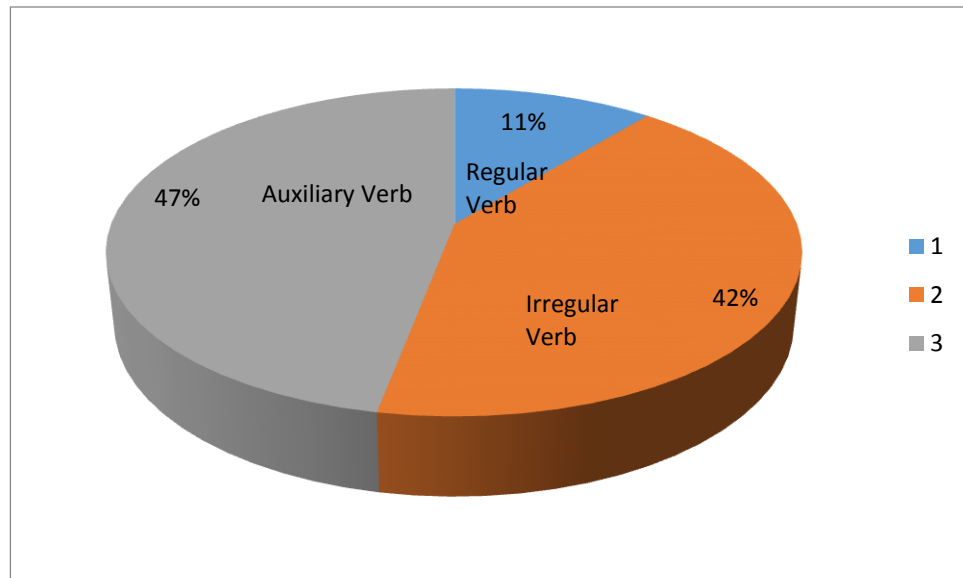
Error of Auxiliary Verb	Error of Auxiliary Verb	Error of Auxiliary Verb
I has many impressives during the vacation.	I <u>had</u> many impressives during the vacation.	Misformation of Auxiliary verb
In the evening, we musted check out from the hotel.	In the evening, we <u>might</u> check out from the hotel.	Misformation of Auxiliary verb
I haved many impressives during the vacation.	I <u>had</u> many impressives during the vacation.	Misformation of Auxiliary verb
We cloud make a close interaction with them.	We <u>could</u> make a close interaction with them.	Misformation of auxiliary verb
That is my lonely time,....	That <u>was</u> my lonely time,....	Misformation of Auxiliary verb
That wase my lonely time,....	That <u>was</u> my lonely time,....	Misformation of auxiliary verb
We where there for three days.	We <u>were</u> there for three days.	Misformation of Auxiliary verb

In the evening, we most check out from the hotel.	In the evening, we <u>might</u> check out from the hotel.	Misformation of Auxiliary verb
...but sometimes they is be naughty.	...but sometimes they <u>could</u> be naughty.	Misformation of Auxiliary verb
We is make a close interaction whith them.	We <u>could</u> make a close interaction whith them.	Misformation of Auxiliary verb
In the evening, we must check out from the hotel.	In the evening, we <u>might</u> check out from the hotel.	Misformation of Auxiliary verb
...but sometimes they went be naughty.	...but sometimes they <u>could</u> be naughty.	Misformation of Auxiliary verb
We are enjoy the green and shady forest.	We <u>could</u> enjoy the green and shady forest.	Misformation of Auxiliary verb
There could so many monkeys.	There <u>were</u> so many monkeys.	Misformation of Auxiliary verb

Accumulation and Distribution Errors

Before entering the explanation of the error analysis, researcher will display a table containing information errors of students as a whole, the

following table error accumulation and distribution.



From the picture above, it can be seen that 11% of students make a mistake on regular use of ver, 42% of students make mistakes in the use of irregular verbs, 47% of students make mistakes in the use of auxiliary verb. All the types of errors that students do in filling the gaps can test in categorizing into misformation with a percentage of 100%.

Discussion

From the description of the research findings, it can be classified misapplication Structure Simple Past Tense in the test. Researcher focuses on three areas: Regular Verb, Irregular Verb, and auxiliary Verb. Then there are the facts of misapplication Structure Text Simple Past Tense on the test as follows.

- The first fact is the use of regular verb. In tests done hiatus students basically been studied students in accordance with the material that

has been provided by the teacher concerned, but in fact the student is still anything wrong in filling the gaps tests that the authors provide. Of the 30 students sampled in this study, there were 25 errors in the use of regular verb with a percentage of 11%. It can be assumed that this error is caused by a lack of knowledge of students on a regular verb. Type of error can be categorized into misformation of regular verb.

Example:

Then, we checking into the hotel.

Should be:

Then, we checked into the hotel.

It shows an error, because the verb check if used in the past and relatively regular verb will turn out to be checked.

- The second fact is the use of regular verb. In tests done, students are concerning irregular verb already learned on previous students and in accordance with the material that has been given the teacher concerned, but in fact the students are still doing some errors in filling the gaps tests given. Of the 30 students who become the sample in this study, there are 94 errors in the use of irregular verbs with a percentage of 42%. Then it can be assumed error is caused by a lack of knowledge of students of the irregular verb. Type of error can be categorized into misformation of irregular verb.

Example:

We meet so many other tourists there.

Should be:

We met so many other tourists there.

It has shown an error, because the verb meet if used in the past and classified as irregular verb will be turned into meth.

- The third fact is the use of auxiliary verb. In this aspect the students make error at most. Of the 30 students sampled in this study, 106 errors in the use of the auxiliary verb with a percentage of 47%. It can be assumed that this error is caused by a lack of knowledge of students of the auxiliary verb. Type of error can be categorized into misformation of auxiliary verb.

Example:

I haved many impressives during the vacation.

Should be:

I had many impressives during the vacation.

It has shown an error, because the verb have if used in the past and classified as auxiliary verb will turn out to be had.

D. Conclusion

Based on the results of data analysis that researcher does, it can be concluded that students of class IX SMP PGRI 3 Bogor in filling the gaps tests still contained errors. Researchers found that the students do a lot of errors on:

- Use of regular verbs, irregular verbs, even the most errors is the use of auxiliary verb. If in the formation of simple past tense, the students incorrect in placing the verb form, this occurs when the contents fill the gaps tests irregular verb because it is often capricious forms, it should be memorized. And the use of auxiliary verb error most students do, it can be assumed that this error is caused by a lack of knowledge of students of the auxiliary verb.

- Percentage of misapplication auxiliary verb as many (106) error with a percentage of 47% is the most common error made by students. Misapplication of irregular verb as many (94) error with a percentage of 42% is the second most errors committed by students. Regular verb takes the last position with with a percentage of 11%.

The researcher concluded that the errors on narrative text happened because of a lack of students absorb the lessons in the classroom and are affected by lack of knowledge in the use of English. These case must not be left alone, the teacher must find a solution and solve this problem, in the hope and aim to reduce the mistakes that have been done.

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