**AN ERROR ANALYSIS OF USING SIMPLE PAST TENSE IN WRITING PAST EXPERIENCE ON FACEBOOK AT THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 15 PURWOREJO IN THE ACADEMIC YEAR OF 2012 /2013**

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**Abstract**

This thesis is mainly aimed at determining the kinds of error and finding out the dominant error that the students made in using simple past tense in writing past experience on Facebook at the eighth grade students of State Junior High School 15 Purworejo in the academic year of 2012 / 2013. The instrument that the researcher uses to collect the data is written test in the form of status update that the researcher posted on Facebook. In order to get complete, the qualitative approach was used in which the results of analysis were presented in descriptive method. The result of the study shows that almost all students make four error types. They are omission, addition, misformation, misordering errors. Furthermore, the dominant error made by the students in using simple past tense in writing past experience is misformation error caused by false concept hypothesized. Based on the result of the research, it is suggested that the eighth grade students of State Junior High School 15 Purworejo should be given more explanation and exercises on simple past tense.

Key words: Simple Past tense, Writing, Past Experience, Facebook, Error Analysis

1. **BACKGROUND**

Communication isa piece of transferring message from the sender to receiver which uses language as a means of communication. Hornby (2005:752) says that the language is the way of expressing ideas and feelings using movement, symbols, and sounds: body-sign. As a kind of language, English is an international language that is intensively used in international communication in written as well as in spoken language.

In Indonesia, English has been taught in the schools and universities as a compulsory subject. However, in learning English, the Indonesian students often find the difficulties since the rules of English language are different from their Indonesian. The students always encounter problems dealing with the structure or grammar, since in Indonesian education English is often taught as written rather than the spoken language.

Grammar is one of the language components which are essential and very useful to be learnt. Hornby (2005:648) states that grammar is the rule in a language for changing the form of word and joining them into sentences. Without understanding it, it will be difficult for us to speak and write in correct pattern. However, in fact, most of students find difficulties in learning grammar. The students usually confused of rules and the use of tense, for example in using simple past tense.

Simple past tense is a tense which is used to express events or situations that happened in the past. In the other hand, in Indonesia there is no kind of tense that used to describe or to tell activities that happened in the past. To indicate the time, in Indonesia just uses time signals. Therefore, many students find difficulties and often do errors in using simple past tense. We aesily can find the students’ errors in using simple past tense through their writing on Facebook.

Facebook is the biggest social community with more than 120 million members. Miller (2011:12) states that facebook is big honkin’ Web community, a site that offers a lot of different ways to communicate publicly and privately with a lots and lots of other people. Now, in Indonesia, almost every student has profile on Facebook. They use Facebook to share their past experiences, to share information, such as links, photos, and video. In another side, friends who watch the their status updates will give comments to the status that is posted. However, there are many errors that students make when they write sentences on Facebook, especially in English language. That is a phenomenona that I find when I was chatting via Facebook.

Based on the description above the researcher is interested in studying about the errors that the students done in using grammar, which in this case the researcher focuses only on the using of simple past tense.

1. **RESEARCH METHOD**

This research is classified as a descriptive qualitative research because in doing research for getting the data, the researcher does not give any treatment to the research subject. Moreover, this research is done by using descriptive method in analyzing the data. The research only focuses on finding out the kinds of errors and the dominant error that the students made in writing past experience on Facebook. The research was hold at State Junior High School 15 Purworejo and involving in the eighth grade students in the academic year of 2012/2013 as the research subject.

The instrument of this research is the researcher herself. It means that the researcher is as the main instrument in deciding the research, taking the sample of the research, gathering the data, and interpreting the data to be concluded (Arikunto, 2010:203). It is supported by written test in the form of status update which is focused on written test about “Study Tour”. The steps of collecting the data of this research are the researcher posted a status update on Facebook. Then, the students were asked to give comment to the status update. Students’ comments of status update on Facebook then were collected, read, and analyzed by the researcher as the data to get the result. In technique of the data analysis, the researcher uses descriptive analysis.

1. **FINDING AND DISCUSSION**

**The data of the students’ errors in using simple past tense in writing past experience on Facebook**

The data of the students’ error were taken from students’ comments of status update that had been posted. After analyzing the data, the researcher found that there were 179 error sentences of 367 sentences that had composed by 31 students which were classified into four types of error.

**Table 2: The Kinds of Students’ Error**

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **Error Type** | **Frequency** | **Proportion** |
| 1 | Omission | 54 | 30.17 % |
| 2 | Addition | 23 | 12.85 % |
| 3 | Misformation | 74 | 41.34 % |
| 4 | Misordering | 28 | 15.64 % |
| **TOTAL** | | **179** | **100 %** |

Table 2 illustrates that there are four error types that the students made in writing past experience on Facebook using simple past tense, namely omission, addition, misformation, and misordering error. Those errors occur because of some sources.

**Table 5: The Proportion of Errors Based On the Source**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **E T** | **Error Source** | **F** | **(Pi)** | **(Pi – P)** |
| 1 | **Omission** | Overgeneralization | 4 | 2.2 % | - 4.05 |
| Ignorance of rule restriction |  | 0 % | - 6.25 |
| Incomplete application of rule | 50 | 27.9% | 21.65 |
| False concept hypothesized |  | 0 % | - 6.25 |
| 2 | **Addition** | Overgeneralization | 1 | 0.6 % | - 5.65 |
| Ignorance of rule restriction | 21 | 11.7 % | 5.45 |
| Incomplete application of rule |  | 0 % | - 6.25 |
| False concept  hypothesized | 1 | 0.6 % | - 5.65 |
| 3 | **Misformation** | Overgeneralization | 3 | 1.7 % | - 4.55 |
| Ignorance of rule restriction | 11 | 6.1 % | - 0.15 |
| Incomplete application of rule |  | 0 % | - 6.25 |
| False concept  hypothesized | 60 | 33.5 % | 27.25 |
| 4 | **Misordering** | Overgeneralization |  | 0 % | - 6.25 |
| Ignorance of rule restriction |  | 0% | - 6.25 |
| Incomplete application of rule |  | 0% | - 6.25 |
| False concept  hypothesized | 28 | 15.6 % | 9.35 |
| **Total** | | | **179** | **100 %** |  |

Pi: Proportion

The Mean of those errors (P): 100 %: 16 = 6.25 %

From table 5, it could be seen that the biggest source of students’ errors is false concept hypothesized. The computation on table 5 then used to compute the dominant error that made by the students. To compute the dominant error, the researcher applies Gulo’s formula.

Pi = The proportion of error frequency

Fi = Absolute frequency of particular error type

N = The total number of errors observed

**The dominant error that made by the students in using simple past tense in writing past experience on facebook**

From table 5, it could be described that the number of dominant errors’ heading (+) are 4, they are omission which caused by incomplete application of rule, addition which caused by ignorance of restriction rule, misformation which caused by false concept hypothesized, and misordering error caused by false concept hypothesized. The number of less dominant errors’ heading (-) are 12.

From the table above, it could be seen that misformation error caused by false concept hypothesized has the bigger proportion. It was 27.25. The researcher concludes that the dominant error done by the eighth grade students of State Junior High School 15 Purworejo in the Academic Year of 2012 / 2013 in using simple past tense especially writing past experience on Facebook is misformation error caused by false concept hypothesized.

1. **CONCLUSION AND RECOMMENDATION**

The researcher concludes that there are 179 errors made by the students. The researcher classified the errors into four types, namely omission, addition, misformation, and misordering based on the source of errors; that is, overgeneralization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized. Almost all of the students make four error types, even though in different percentage.

Generally, the students make such kinds of errors because they do not comprehend the target language enough. The dominant error that the students make in dealing with the using of simple past tense in writing past experience on Facebook is misformation error caused false concept hypothesized. It can be seen that misformation error caused false concept hypothesized made by almost 31 students are 33.5 % from the total errors that the students make.

The researcher has some suggestions that are the teacher should give more explanation and more exercise dealing with simple past tense in writing text.

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