

**ERROR ANALYSIS ON THE USE SIMPLE PAST TENSE IN NARRATIVE
TEXT**

Analisis Kesalahan pada Penggunaan Simple Past Tense dalam Teks Naratif

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Abstrak: Tujuan dari peneliti ini adalah untuk menganalisis kesalahan siswa pada penggunaan past tense dalam teks Naratif berdasarkan masalah yang siswa merasa bingung menggunakan past tense dalam tulisan mereka terutama teks Naratif. Metode penelitian bersifat deskriptif kualitatif. Subjek peneliti memilih kelas delapan (2016/2017) di MTs. Darussalam, Cepu. Hasilnya menunjukkan bahwa peneliti menemukan empat jenis kesalahan : kelalaian, penambahan, salah bentuk, misodering. Kemudian, peneliti menemukan kesalahan tertinggi yang dibuat oleh siswa adalah kesalahan formasi dengan presentase 52%. Masalah ini dipengaruhi oleh siswa merasa bingung untuk memahami simple past yang sederhana karena mereka tidak tahu arti dan perbedaan antara kata kerja beraturan dan kata kerja tidak beraturan. Oleh karena itu, siswa mengaku jika mereka jarang berlatih menulis paragraf.

Kata Kunci: Analisis kesalahan, Past Tense, Teks Naratif.

Abstract: The purpose of this research is to analyze of student's errors on the use of past tense in Narrative text based on the problem that students felt confused about using past tense in their writing especially Narrative text. The method of research is qualitative descriptive. The subject of study researcher choose eight grade (2016/2017) in MTs Darussalam, Cepu. The result show that the researcher found four types of errors: omission, addition, misformation, misodering. Then, the researcher found the highest error made by students is misformation with 52% percentages. This problem influenced by student felt confused to understand simple past because they did not know the meaning and differences between regular verb and irregular verb. Therefore, students claimed if they seldom to practice writing paragraph.

Keywords: Error Analysis, Past Tense, Narrative Text.

INTRODUCTION

This research is qualitative descriptive with the aim to analyze and explain error analysis on the use of simple past in narrative text and this research is related with writing skill in English learning process. Writing is one of four skill in English and important since writing can make us to express anything in a paper, writing can help us to remain our idea after we read information. The most important, we can share the information to other people. Writing requires thinking, and thinking is always complicated and hard. Writing is complicate dalso because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time: words must be spelled, sentences, punctuated, and paragraphs unified (Gorell and Laird in Anwar: 2014). Therefore, we need accuracy to make paragraphs because the information that we deliver to reader can easy to understand.

Moreover, tenses is a part of grammar and the function of the tenses is to explain the accident in the story happened. According to Grain (2006), tenses is a tool that English speaker use to express time in their language so you learn to think like a native speaker. Thus, students have to understand the part of tenses in writing paragraph or essay. One of tenses is simple past, this tenses explain the accident that happened in the past time.

KAJIAN TEORI

Writing

Rosa's statement (2014: 79)" Writing is process of exploring the writer's thoughts to manifest the graphological and grammatical system of language by using visual medium in the form of sentences. Writing is very difficult from other skills because we need full concentrate to choose interesting topic and write with correct grammar." This difficulty is not only generating and organizing idea, but also in translating these ideas into readable text. That is way writing becomes the last language skill to be taught after listening,

speaking, and reading skill.

Narrative Text

Narrative text is a text that explained about telling story and telling the cronological that happened. The purpose of this text are entertain the reader and this text can also bring the reader in the story. This text usually telling about fable, legend, myth, faitytale. According to Asmiyah” A narrative text ussually focuse on spesific participant or character, describe certain events or phenomenon in detain”(2011: 164). It means that narrative text explained a phenomenon that have been finished in last time with including figures and the character that supported them in the story.

Simple Past

According to Anwar” simple past is a tenses that began and finished in the past (2014:14). It means that, simple past explain the accident that star and end in the past and the accident did not discussed again today.

Error Analysis

According to Hourani (2008: 16),” Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching”.It means that, error analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Based on Dulay and krashen theories(1982), error analysis spare became four types. They are ommision, addition, misinformation, misodering. Besides, this theori was taken based surface structure taxonomy.

Review of Related Study

This research aims to analyze errors of past tense done by students in writing narrative text. The researcher conducts a research about analysis using erros tenses especially using past tense. First study is from Syarif (2014). The references discusses about an errors analysis of the use simple past in narrative text to support English learning

process. The study used classroom action research and the study focused on the analysis errors using simple past in narrative. Syarif's research conducted to analyze errors mistake of the use simple past. Yet, the difference between Syarif's research and the researcher is Syarif's research just focused to analyze simple past in narrative and the researcher focuses on errors analysis using past tense in narrative text.

The second previous is from Abdullah (2013). The references discusses about errors analysis ont the use of the simple tense and the simple past tense in writing essays among TESL College Students . This theory ever applied in Universitas Zainal Abidin. Moreover, the differences between Abdullah's research and the researcher 's is Abdullah's research just focused on simple present and simple past in writing essay and the researcher focuses on errors analysis using past tense in narrative text.

METODE PENELITIAN

This study researcher used qualitative descriptive method. Thus, the researcher would know types of past tense errors made by students in writing text. According to Polkinghorne (2005: 137),” Qualitative research is inquiry aimed at describing and clarifying human experience as it appear in people's life and researchers using qualitative methods gather data that serve as evidence for their distilled description”.

To collect the data of this study, the researcher had some procedures to answer the problem that made by students in using past tense in writing narrative text are the researcher tried collaborate with English teacher to give narrative text writing test for students. First, the researcher using observation checklist to answer research problem about what types of past tense error made by students in writing text. And then the reseacher used interview with english teacher and somes students. Then, the researcher observed the writing activities in the class with using observation checklist. Moreover, the researcher collecting student's writing with using framework in writing narrative text but in this activity the researcher collaborate with English teacher. After, the teacher gave

project to write narrative text based on the kind of narrative text. The last, the teacher asked student to submit their exercise to the teacher and the researcher identified the types of error in their writing.

And for analysis data the researcher make some procedures. First, the researcher analyzed the student's assignment and focused to analyze using past tense with observation checklist. Second, the researcher clasified the types of erros and the researcher gave check in the observation checklis column based on student's error. Third, the researcher wrote the error sentences by students in error column. Fourth, the researcher wrote the correction of sentence in correction colomn. Fifth,the researcher described her analyzed with using qualitative descriptive method and using formula to help answer the research.

RESULT AND DISCUSSION

To answer research question about types of errors and factors that influence the students in making grammatical error made by eight grade students. And the reseacher analysed the student's test with observation checklist (interview). Observation checklist (interview) was a instrument who used by the reseacher for identified what types of errors that made by students eight grade students based Dulay's theory (1982), they are Omission, Addition, Misformation, Misodering. Then, the reseacher found some errors that made by students in four parts of types errors.

Omission

The gnome cry and than a Prince revive Snow White.

This sentences omission because student ommited "when" as a conjunction, the sentence above could be used past continuous, so the sentence need conjunction "when" and student also ommited "was"after subject.

Goat died and the wolf very Happy because he full.

This sentences omission because student ommited "was" before happy and

“Had” before subject “he”.

Addition

The goat meet the wolf than Goat running from the wolf.

This sentence addition because student added phrase or morpheme which should not be added. In this case, student added “Than” that should be deleted.

The dove so quickly put off a Leaf from a tree.

“So” in the sentence above should be deleted.

Misformation

Once upon a time, live a bunch of animal.

This sentence that made by student had wrong structure “live” student should write “Lived” because verb 2 should add d or ed.

They are Mouse deer, elephant, and others.

This sentence that made by student had wrong structure “are” student should write “were” because to be in past tense should be changed.

Misordering

He see a house with garden in the back yard with cucumber.

This sentence misordering because student wrote incorrect places of sentences and student could using “Frightening animal”. He saw a house with cucumber garden in the back yard of house. This problem was found by the researcher based on the result of errors analyzed with observation checklist. There were many factors that influenced errors in their writing. Students could not about English structural especially using tenses when they wrote Narrative text. So, they did not pay attention about tenses in their writing.

Moreover, factors that were influenced by the English teacher could occur for the example the English teacher did not use media to explain Narrative text material and some students did not pay attention with teacher’s explanation and many more causes of errors that have been described by the researcher with questionnaire. Therefore, Error analysis is

important because this method could help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph.

CONCLUSION

No.	Types of Error	Persen
1	Misformation	52 %
2	Addition	22 %
3	Omission	21 %
4	Misodering	4,8 %

Based on the result and discussion in the previous chapter, the researcher conclude that students of eight grade made errors in their writing. From the collecting data and the result of researcher's analysis Narrative text was made by students, most of them made a error in simple past and past continuous structure. They did not pay attention about changing of verb in past tense and past continuous, this statement was supported by the data which showed 52% students made errors in misformation part.

Then, students also made errors in others type of errors. They are such as 22% students made errors in addition parts, 21% omission, 4,8 % Misodering. From the data, we could know that students had a problem about using tenses in narrative text. They were confused if using tenses was applied in paragraph.

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