AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN NARRATIVE TEXT

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ABSTRACT

The purpose of this study 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 study is qualitative descriptive. The subject of study researcher chose 8 class in MTs. Darrussalam, Cepu. The result show that the reseacher 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.
Key Words: Error Analysis, Past Tense, Narrative Text.

ABSTRAK

Tujuan skripsi ini adalah untuk menganalisa kesalahan siswa dalam penggunaan pastntense pada paragraf Narrative teks berdasarkan masalah yang diteliti siswa merasa bingung dengan penggunaan past tense yang ada pada narrative teks. Skripsi ini metode kualitatif deskriptif . Objek penlitian skripsi ini adalah kelas 8 tahun ajaran di MTs. Darussalam, Cepu. Dari hasil temuan di Lapangan peneliti menemukan ada empat jenis kesalahan yaitu : omission, addition, misformation, misodering. Kemudian, peneliti mengkaji dan menyimpulkan bahwa jumlah kesalahan yang tertinggi adalah misformation dengan hasil 52%. Hal ini dikarenakan oleh siswa merasa bingung untuk mentranslate kata dari Bahasa Indonesia ke Bahasa Inggris begitupun sebaliknya. Siswa juga tidak dapat membedakan antara regular verb dan irregular verb. Siswa juga mengaku mereka jarang praktek untuk membuat paragraf dalam Bahasa Inggris.
Kata Kunci : Analisa kesalahan, Past Tense, teks narrative.

*Abstract ditulis dalam **bahasa Inggris dan Indonesia** seperti format diatas yang berisikan:*
Orientation/ latar belakang:
Research purpose/ tujuan penelitian:
Research design, approach and method/ desain penelitian, pendekatan, dan metode,
Main Findings/ hasil temuan,
Abstract ditulis tidak lebih dari 200 kata. (Times New Roman 11, spasi tunggal, cetak miring dan dalam satu paragraph).

***Keyword**s: Maksimum5 kata kunci dipisahkan dengan tanda koma. [Font Times New Roman 11spasi tunggal, dan cetak miring]*

INTRODUCTION

In this study, the researcher focuses to research an error analysis on the use of simple past in narrative text and this study is related with writing skill of students because writing skill is different from other skill in English learning process. Writing is one of four skills 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 complicated also 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).

Moreover, analyzing grammatical errors that made by students in writing paragraph. According Sompong (2008 : 6) error is unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Based on the previous study that used by reseacher from Wati(2011), the researcher found that the result from Wati (2011) are almost students can not make a different between using regular verb and irregular verb. Besides, the researcher also found if students felt writing paragraph in English is very difficult because the students did not find the tenses in Indonesia language while if they write paragraph in English, they have to distinguish every tenses. The similarities between the research from some experts and in this study is Error analysis of the use simple past in writing narrative text but the researcher focuses to analyze the errors based on the surface structure taxonomy by Dulay and Krashen . They are omission,

addition, misinformation, and misodering. Therefore, researcher is interested to analyze errors of past tense done by students eighth grades of writing in narrative text. Based on statement above, the researcher intends to conduct a study with the title *"Students' Error Analysis of Past Tense In Narrative Text".* What types of past tense errors made by students in writing narrative text?

This study attemps to solve the problems wich need positive solutions, they are:

1. To know the students' eight grade Mts. Darussalam Cepu perceptions on learning error analysis on the use past tense in narrative text.

METHOD

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 distiled 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. Observation checklist is a tools that used by researcher to give assesment in English learning process. Moreover, the purpose observation chechklist is to help teacher or observer easy to observe the development's students in the class. According to Reiger (2012:7),

"Checklist are a great tool for collecting data about students during a unit of study. Before beginning a new unit, make a list of all the skills students will need to demonstrate mastery of the unit's outcome(s)".

To collect the data of this study, 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. Before, the students submited their exercise, the teacher asked the students to choose the topic of writing. Then, the teacher asked students to make a draft before they began writing narrative text. After that, the teacher asked students to write narrative text based on their draft and the teacher limited the number of sentences in the student's writing with ten until fifteen sentences . The last, the teacher asked student to submit their exercise to the teacher and the researcher identified the types of error in their writing.

FINDING AND DISCUSSION

After the researcher analyzed the data, it is found that the most common errors made by students is misformation with total percentages 52 %. From observation checklist data, the researcher concluded if the students did not pay attention verb in past tense. This case happened because students did not know about changing of verb from verb 1 to verb 2. Moreover, the students did not pay attention regular and irregular verb in their writing. Besides, the students did not know how to change to be in the past tense.The common dominant errors that made by students is addition with total percentages 22%.This case happened because students add morpheme that should not need to be added in the sentences. Then, part of errors that made by students is omission with total percentages 21%. This case happened because students omitted structure of sentence that should be write in their sentence. The last,students made errors in misodering part. This case happened because students made incorect placement in their writing. We could see the table.

Tabel 1.Recapitulation of data

Students	Types of Errors			
	Omission	Addition	Misformation	Misod ering
Rafie Mirza R.	4	3	8	1
Nensy Yunansica	3	4	6	0
Faiz Dufu R.	4	9	8	1
Putri Dewi M.	4	3	7	0
Perlita Hatma A.	3	4	11	2
Erika Dwi P.	4	3	10	0

Muhammad Rizal	3	4	8	1
M. Aditya	3	2	7	1
Syafa'atul Aulia	3	3	11	0
Latifatun Nisa'	3	4	11	0
Adel Liani	3	2	10	1
Akhmad Rizky	3	3	8	1
Rizki Alfiano	3	3	7	0
Hesti Indriani	4	4	9	2
Bimo Setiawam	5	4	7	2

Total	**52**	**55**	**128**	**12**
	247			

Data Of Error Analysis
- Ommission
- Addition
- Misformation
- Misodering
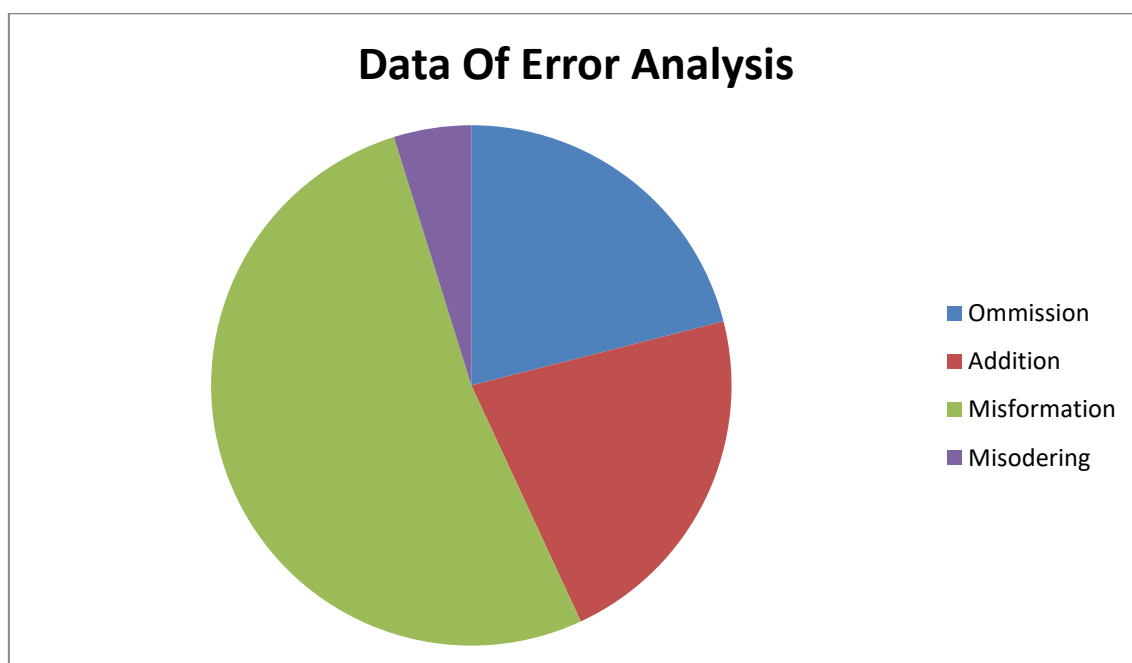
CONCLUSION

Based on the collecting data and discussion in the previous chapter, the researcher conclude that students of VIII 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 VIII had a problem about using tenses in narrative text. They were confused if using tenses was applied in paragraph.

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