AN ERROR ANALYSIS OF THE STUDENTS' IN WRITING NARRATIVE TEXT AT GRADE X SMA NEGERI 1 PADANG BOLAK JULU

Anni Zuraidah
annizuraida@gmail.com

Universitas Muhammadiyah Tapanuli Selatan

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 X class (2020/2021) in SMA Negeri 1Padang Bolak Julu.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.

Kata Kunci: Error Analysis, Past Tense, Narrative Text

INTRODUCTION

Indonesia is one of countries infected with the Covid-19 in the world. This virus is an infectious disease caused by acute corona virus 2 respiratory syndromes (SARS-CoV-2). The covid-19 (Coronavirus Disease-19) pandemic has affected education systems worldwide, leading to the closure of schools, universities and colleges. Students were affected in response to the pandemic. According to UNICEF Monitoring 2020, 186 countries have now implemented national celebration and eight countries have implemented local closures. This influenced approximately 98.5% of the world's student population (UNESCO, 2020).

The policies taken by many countries, including Indonesia by conducting educational activities, it has encouraged the government and related institutions to present alternative educational processes that cannot carry out the education process in educational institutions (Purwanto et al, 2020). So that students cannot meet directly on school or in public places and teaching and learning activities are carried out from home with the aim of reducing Covid-19 pandemic. Although there are many educators, students and the community who are not ready facing the era of the industrial, online learning in the mid of this Covid-19 pandemic as if forcing all humans to be ready for current technological developments. When viewed from a sociological perspective, this policy is the right step to take in these conditions. So learning in this pandemic is Online as well as English lessons only two hours per week and only through online or Google Classroom. Kemendikbud revealed that online methods can solve problems that occur during this pandemic. So, this learning can make the students to use of the facilities at home. Just like learning English by creating content by utilizing items around the house as well as doing all learning activities through an online system, especially learning writing.

Based on Abidin (2012) essentially that writing learning should have the following objectives: fostering a love of writing in students, developing the ability of students to write, fostering the creativity of students to write. These three objectives are the minimum goals that students must achieve through the learning process of writing. Writing learning should be interpreted as a process intended to develop a series of student activities in order to produce a writing under the guidance, direction, and motivation of the teacher. Writing lessons should be developed through several stages of the writing process so that students are really able to write according to the clear stages of the process. In addition, teachers must also equip students with various writing strategies at each stage of the students' writing activities. Through this collaboration of the roles of teachers and students, writing learning is believed to achieve satisfactory results. Without this collaborative role, students' ability to writed would not develop and would remain low, from the explanation above that the learning of writing at SMA N 1 Padang Bolak Julu in my opinion is not included as ideal.

Based on the background of the problem, the researcher found the identification of the problems are:

1. The students have some mistakes in writing English.
2. The students have some troubles to learn in writing English.
3. Students still confused in organizing the writing text.
4. The students felt bored in learning writing.
5. Students lack of student's vocabulary and grammar that makes students difficult to write a text

Through the research, the researcher would formulate the problem as follows:

1. What are the difficulties of students' in writing narrative text at SMA Negeri 1 Padang Bolak Julu?
2. What are the types of errors analysis made by students of writing in Narrative text?

THEORETICAL DESCRIPTION

Error Analysis and Type

Error analysis is tool to help the researcher checked an error analysis of the students in writing narrative text. 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. Errors is very usual in writing paragraph or essay, so errors analysis is needed by teacher to correct the student's essay. Based on Heidy Dulay (1981- 176), there are four types of error, namely:

a. Omission

Omission errors are characteristic by absence of an item that must appear in a well-formed utterance, although any morpheme Or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others.

b. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well- formed utterance.

c. Misinformation

Misinformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors them is not supplied

at all, in misinformation errors the student supplies something, although it is incorrect

There are three types of misinformation namely :

- regularization errors

    It is that all under the misinformation category are those in which a regular marker is used in place of an irregular one. For example: runner for run or goose for geese

- archi forms

    The selection of one number of a class of forms to represents others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the students an archi- form.

    For example a learner may select one member of the class of personal pronoun to function for several others in the class, me hungry, give me that!

- alternating forms

    As the student's vocabulary and grammar grow, the use of archi forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: those dogs.

d. Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance.

Simple Past Tense

Definition of simple past tense

Some grammarian defines the simple past tense, so there is several definition of it. Azar said "the simple past tense indicates that an activity or situation began and ended at particular time in the past." And according a s Horby "to indicate activities or states in past, without indicate activities or states in the past, without indicating any

connection with the present, the simple past tense may be used. If the Situation or context is clear; each one of a succession of activities may be indicated by the use of the simple past tense. Betty s azar stated in fundamental English grammar that, "the simple past is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990)

According A.J. Thomson and A.V. martinet said." The simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated. As the same as George e. wishon and Julia m. Burks idea that." if the time is mentioned or implied, the past tense is usually used".

Based on the definition above, the writer make the conclusion that simple past tense is used to express a definite event in the past. Then simple past shows the situation or activities in the finished time in the past and time is clear or mentioned.

The form of simple past tense

In English, a main or lexical verb is any word that can be conjugated, i.e, that can add the morphemes/ing/,/ed/,and/(e)s/ to mark, respectively, present participle, past tense/ past participle, and third person singular Present tense. English verbs are divided into two classes; they are regular form and irregular form. These classifications come from the way the verb forms its simple past and past participle. Regular verbs have predictable past tense form; ie-d or-ed is added to the end of the base form.

- Yesterday I worked hard
- He finished the job an hour ago
- She washed the clothes last week

Based on Randolph quirk and Sidney green Baum, they said "the past V –ed 1 and the-ed participle (V –ed2) of regular verbs (spelled-ed unless the base ends in-e) have three spoken realizations:

- /id/ after bases ending in/d/and/t/,e.g.
  Pad-padded   pat-patted
- /d/ after bases ending in voiced sounds other than/d/, eg
- Mow - mowed   budge-budged
- /t/ after bases ending in voiceless sounds other than /t/, eg
           pass - passed
           pack-packed
  (The abbreviation V-ed will be used where V-ed 1 has the same form as V-ed2) Irregular verbs typically but not necessary have variation in their base vowel:
           Find-found-found
            write –wrote-written

Some difficult in simple past tense

Many students usually have some difficulties in forming of simple past, they confused about regular and irregular form. Because they not memory the entire verb changing. Because of that, the writer divided the difficult of simple past into two parts. There are difficult in the form and difficult in the usage.

a. Difficult in the form

According to Scott Thorn bury. "Typically, learners go through four, possibly five, stages in their acquisition of these forms:

1. They use the one form for both present and past eat (or eating)
2. They start to produce correct past forms ate
3. They attach the regular past ending to the verb eated
4. They may even produce a mixture of regular and irregular ated
5. They consistently produce the correct form ate

In other words learners may go through a phase of producing correct forms (stage 2), and then seem to regress – a case of two steps forward and one step back, or what is known as a u- shaped learning curve. What seems to be happening is that learners pick up the correct form (ate) simply through having been exposed to it, learning it as a word in its own right, not as the past tense of something else. Then they start to notice that many past tense verbs have- ed on end. They over generalize this rule and apply it o irregular verbs hence eated and ated (stages 3 and 4)

John east wood stated "we do not use a past form such as stopped or in negatives and question. Not (the car didn't stopped) and not (did you ?)

Mark s. Letourneau said about suffix – (e)d. a word that can be inflected for past tense with- (e) d is a main verb : for example, appear-ed is a verb, but appearance –d is not inflect for past tense by suffixation are called irregular
verbs.

Randolph quirk and Sidney green Baum have opinion that

a. irregular verbs typically, but not necessary, have variation in their base vowel
   Find-found-found, write -wrote – written
b. Irregular verbs have a varying number of distinct forms. Since the –s and –ing forms are predictable for regular and irregular verbs a like, the only forms that need be listed for irregular verbs are the base (v), the past (v-ed1), and the past participle (v –ed2). Most irregular verbs have, like regular verbs only one common form for the past and the- ed participle, but there is considerable variation in this respect: cut – cut – cut, meet – met – met.

From several opinions above, the writer get conclusion, that most of students, they confused about simple past tense, especially in the use of irregular, because irregular verbs are different from regular in forming. The students have to know the form of simple pas tense and must be learned and memorized the irregular forms.

b.   Difficult in the usage

This is more a question of vocabulary than of grammar. The only real difference between regular and irregular verbs is that they have different Endings for their past tense and past participle forms. For regular verbs, the past tense ending and past tense ending and past participle endings is always the same: ed. For irregular verbs, the past tense ending and the past participle ending is variable.

Regular verbs : base, past tense, past
Participle   : look, looked, looked
Irregular verbs: base, past tense, past
Participle   : buy, bought, bought

When the students learn Indonesian language, they did not find the tenses, but when they study English, they found the tenses, because there is no tense in Indonesia language. Therefore, they must be able to distinguish every tense in English.

Huns p. Guth said in concise English handbook that "the past tense, which indicates that an action took place in the past and came to an end in the past. To form this "simple "past, regular verbs add ed or d to the plain form.

The simple past tense is used formed with the past form of the verbs which may be either regularized. by adding - ed to the infinite form (incidentally, most verbs are regular) or irregular which must be learned and memorized in each case.
For example:

Yesterday, I went to library with my friends. We wanted to look for some books. Besides, we felt uncomfortable because the condition of book that we searched was damaged. Then, we felt disappointed with the condition. Finally, we decided to go home. After, we arrived at home and took a rest. We found a wrapped like gifts under the door. Therefore, one of our friend opened the gifts and she was surprised with the size of the gift. She told us if the size of the gift was a book that we searched in the library and i had bought that book with online delivery. After that, all of my friends was angry with my foolishness. Yups.. this is a my foolishness experience.

Previous Study

Some of researchers have conducted researcher that related with the present research as follow:

(1), The first research was conducted by Kun Aminah (2016) entilted Error Analysis on the use of Simple Past Tense in English Narrative Text 19 Written By The Students of SMK N 1 Tengaran. The method that she used was a descriptive qualitative method. There are four types of error that occurs on the use of simple past tense in English narrative text written by the students, it shows that the students made total of 106 errors. The most dominant error students made is error of missformation with the percentage is 65.09% or amount 69 errors. the other percentage of errors are 20.75% or 22 for error of addition, 11.32% or 12 for error of omission and 2.83% or 3 for error of missordering. The diferrent with this research, in the previous research the Students of SMKN 1 Tengaran as sample and the data were obtained by the students narrative text writing that consisted of 108 students, while the researcher used 30 students of Junior High school 1 kerintang as a sample in this research. The reseacher focus on An Error Analysis of Writing In Narrative Text.

(2) The second research was conducted by Nurhidayah (2017) entitled An Analysis On The 'ability In Writing Narrative Text At Grade Ix Mts Ali Imron Medan. The method that she descriptive quantitative design. The data shows that 5 students or 19. 23% of the sample were high level or able to write narrative text, 4 students or 15. 39% of the sample were middle level or unable to write narrative text, 17 students or 65,38% of the sample were low level or unable to write narrative text. So that, it can be concluded that the low ability of students in writing. They are still confused as to which one to use when making grammar sentences. The difference is that she researched about students' ability in 20 writing narrative text while this research is about an error analysis of ' writing in narrative text.

(3) Putri Mega Susanti, 2017. *An error analysis on the use of past tense in Narrative Text*. She found that research that students felt confused to understand simple past tense in SMP Negeri 1 Candi, Sidoarjo in writing narrative text. She focuses to research an error analysis on the use simple past tense in narrative text and this study is related with writing skill of the students because writing skill is different from other skill in English learning process. She used qualitative descriptive method. She conclude that students of VIII F 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 an 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 missformation 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 F had a, problem about using tenses in narrative text. They were confused if using tenses.

METHODOLOGY OF THE RESEARCH

The method used in this research is qualitative descriptive method. Thus, the researcher would know types of past tense errors made by students in writing narrative text. Moreover, the sample is the Grade X students of SMA Negeri 1 Padang Bolak Julu, consisted of 10 students. The instrument used in this research is test, observation checklist and the interview of teacher and student, then the data will analyzed by using the formula: The Formula:

$$P = F/N \text{ x}100\%$$

Notes:

P = Percentages

F = Frequency

N = Number of cases (total of frequency)

THE RESEARCH FINDINGS

Research Finding

This research used question about types of errors and factors that influence the students in making grammatical error made by students at grade X, to find answer. First, the researcher conducted Pre- observation and interviewed English teacher and some students at grade X about the student's problem in their writing test especially when they made narrative text. The result of Pre-Observation, the researcher found if students of at grade X felt confused to understand simple past because they did not know the meaning of the words.

Although the teachers used interesting media, students still could not distinguish among verb, adjective, and noun. They usually changed adjective to verb form. Thus,

they can not distinguish between regular and irregular verb. The English teacher of SMA Negeri 1 Padang Bolak Julu explain that the learning of grammar especially tense is a bored activities, so students did not want to pay attention when the teacher explain the material. Then, the writing result of students still far from the teacher's expectation because in 2021 curicullum the learning of tenses must intregreted with writing or reading activities. The teacher said if the activities of learning tenses just explain the function of the tenses and students make a example, they are still confused. Moreover, the new method in learning tenses is changed but, this method can make students difficult to master tenses especially using simple past in writing narrative text.

The result of interviewed with students of X is they were not confident to answer question or finish their assignments because they thought if English is difficult and they did not know the meaning. In other hand, they did not know about verb, one each them said they did not know verb in Indonesia, so they did not know verb in English as well. The other students said they were still confused about the differences between regular ver and irregular verb or they did not know the change from verb one to verb two.

Second, the reseacher collaborated with English teacher to observe English teaching activities at the grade X. The reseacher tried to monitor from English teacher opened the class, explained the material, and gave students test about Narrative text. The reseacher found if English teacher did not use slide to explain the material at the time. Furthermore, English teacher explained Narrative text very fast. So, there were some students felt confused about the material and the reseacher found only some students understood about narrative test.

The reseacher also found the students who sat down in the backseat and in the corner, the did not pay attention teacher explanation. When the teacher did feedback about the material, there were four students that came forward to answer English teacher's

questions and two of them answered with incorect verb. Not only the phenomena but others student did not want asking question about Narrative text. Therefore, the teacher assumed if they had understood. Then, the English teacher teacher gave writing test about Narrative text who has been prepared by English teacher and the researcher to thestudents.

After student's writing test done, the English teacher gave the result of students writing to the reseacher and the reseacher analysed the student's test with observation checklist. Observation checklist was a instrument who used by the reseacher for identified what types of errors that made by students VIII F 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.

These are some examples of errors:

Omission:

The gnome cry and thana 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 conjuction "when" and student also ommited "was"after subject.

Goat died and the wolf veryHappy because he full.

This sentences omission because student ommited "was" before happy and "Had"before subject "he".

Addition :

The goat meet the wolf thanGoat running from the wolf.

This sentences 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 quicklyput off a Leaf from atree.

"So" in the sentence above should bedeleted.

Misformation:

Once upon a time, livea 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 tobe in past tense should be changed.

Misodering:

He seea house with garden in the back yard with cucumber

This sentence misodering because student wrote incorect places of sentences and student sould using" Frigtening animal". He saw a house with cucumber garden in the back yard of house

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. The highest of errors in narrative writing focused on simple past tense is irregular verb 41,70% and the lower is regular verb 58, 30%. The students did not know how to change to be in the past tense. The common dominant errors that made by students are 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 disordering part. This case happened because students made in correct placement in their writing.

The result of student's opinion in Pre-Observation are related with student's writing. There were students claimed if their English teacher seldom gave them task to create paragraph. Moreover, students claimed if they did not practice to create paragraph at home. This problem made students could not update their English vocabulary and they felt confused when they translating their English writing. Then, they did not pay attention English grammatical and this factor caused students made misformation error in their writing. Meanwhile, students felt unconfident with their writing and they are more comfortable to ask their friend if they found difficulties.

Besides, their friend gave them wrong explanation and errors answer. This factor caused student add morpheme or others vocabulary which should not write in their writing and they made addition error in their writing. Not only this factor student made errors in their writing but also their teacher never used media to explain material.

Moreover, students felt ashamed to ask question about tenses especially past tense with their English teacher and this factor caused students made omission error in their writing. Then, their confusion about using tenses or English grammatical made them wrote Narrative text paragraph with incorrect placement. Therefore, students made misordering error in their writing.

THE CONCLUSION AND SUGGESTION

Conclusion

Based on the collecting data and discussion in the previous chapter, the researcher conclude that students of X 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.

The highest of errors in narrative writing focused on simple past tense is irregular verb 41,70% and the lower is regular verb 58, 30%. The students did not know how to change to be in the past tense . 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. 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.

Suggestion

After the researcher conducted research and also analyzed the data, the researcher gave suggestion for English teacher, students, and others researcher because English learning activities should able to make students comfortable and enjoy while studying. There was a creative teacher in organizing the classroom activities. This purpose of the research that teachers and students work together in learning activities and also find solutions together if there were students who have difficulty in learning English, especially about using tenses. Moreover, this research was expected all element could work together to minimize the occurrence of errors by the students in writing paragraphs especially using tenses. Then, error analysis could become solution help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph. Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. Therefore, the researcher would give solution for English teacher, students, and other researchers.

REFERENCES

Abdullah, A. (2013). Error Analysis on The Use of The SimpleTense and The Simple Past Tense in Writing Essays Among TESL College Students. International Journal Education and Research, Vol. 1. Retrieved from:http: //www.ijern.com/journal/December-2013/29.pdf, Accessed on August, 20th 2021.

Alawi, A. (2011). Improving Students' Abilty in Writing Descriptive Text Using Clustering Technique (Thesis, Universitas Negeri Islam Syarif Hidayatullah, Jakarta). Retrieved from:http://repository.uinjkt.ac.id/dspace/bitstream/.../FIKRI%20FAUZI%20ALAWI-FITK Accessed on August, 20th 2021

Anwar, S. (2014). An Error Analysis On The Use of Simple Past In Students Narrative Writing (Thesis, State Islamic University Syarif Hidayatullah, Jakarta). Retrieved from:http: // repository.uinjkt.ac.id/.../Saipul%20Anwar%20108014000076,Accessed on November, August, 20th 2021.

Asmiyah, S.2011. First Step In Paragraph. Putra Media Nusantara. Surabaya.

Azzar, Betty Schramfer, Understanding and Using English Grammar, (California, prentice hall, Inc, 1989)

Bone, (2000). Checklist For Everything. Teaching Learning Company, USA

Dulay, (1982). Language Two. Oxford University Press, New York, America

Hourani, Y.(2008.) An Analysis of The Common Grammatical Errors In The

English WritingMade By Secondary Male Students In The Eastern (Disertation, Institute of Education British University, Dubay). Retrieved from http://bspace.buid.ac.ae/bitstream/ 1234/225/1/20050055.pdf, Accessed on August, 20th 2021.

Khasanah. (2015). The Implementation of 2013 Curicullum By The English Teacher And Its Barries (Thesis, Universitas Negeri Islam Walisongo, Semarang). Retrieved from http://eprints.walisongo.ac.id/view/year/ 2015.default.html, Accessed on August, 20th 2021

Mcmanon. 2006. Time and Tenses. The Handbook of English Linguistics. Oxford

Nana. Kumpulan Cerita Narrative. Retrieved from http://brechonana.blogspot.com /2014 /11/contoh-narrative-text-legend-bahasa.html, Accessed on August, 20th 2021

Sompong, M. (2014). Error Analysis. Journal of Language Institute, Vol.16, No.2, pp.109-127, Retrieved from http://tujournals.tu.ac.th/thammasatrevie w/detailart.aspx?ArticleID, Accessed on August, 20th 2021

Syarif, R. (2014). An Error Analysis On Students Simple Past Mastery In Their Text (Thesis, State Islamic University Syarif Hidayatullah, Jakarta). Retrieved from http:// repository.uinjkt.ac.id/ dspace/handle/123456789/25366, Accessed on August, 20th 2021

Wati, H. (2011). Error Analysis In The Students Writing Narrative Paragraph At MTSN Panjajaran (Thesis, State Islamic University Syarif Hidayatullah, Jakarta). Retrieved from http: //repository.uinjkt.ac.id/dspace/.../HER LINAWATI-FITK.pdf, Accessed on August, 20th 2021

World Health Organization. Retrieved from WHO Coronavirus Disease (COVID-19) Dashboard: https://covid19.who.int/

Writing. Accesed on August, 20th 2021Retrieved from: https://en.wikipedia.org/wiki/Writing, Accessed on August, 20th 2021