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An Error Analysis of Using Simple Past Tense in Students Narrative Writing

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Abstract: Writing is one of language skills used to give information to others. It is very important to be mastered by the students because at the end of the study they must write a scientific paper. In fact, there are some errors made by the students during the learning process. The objectives of the study are to identify the types of error made by the students in using simple past tense in narrative writing, to find out the causes of error based on Richards' theory, and to know the percentage of students' errors in using simple past tense in narrative writing. The study was conducted at SMA IT Tunas Bangsa Insan Mandiri Cilodong Depok. The approach used in this study is descriptive qualitative. The instrument of this study is written test in narrative text. The sample of this research were twenty students of the tenth grade student of X-2 and X-3 class at SMA IT Tunas Bangsa Insan Mandiri Cilodong Depok. Based on the research findings in data analysis it can be concluded that there are four types of error made by the students in using simple past tense in narrative writing; omissions, additions, misformations, and misorderings.

Key Words: Error Analysis; Simple Past Tense; Narrative Writing.

Abstrak: Menulis merupakan salah satu keterampilan berbahasa yang digunakan untuk menyampaikan informasi kepada orang lain. Keterampilan menulis sangat penting untuk dikuasai oleh siswa karena pada akhir studi mereka harus Menyusun karya tulis ilmiah. Faktanya, banyak kesalahan/error yang dibuat oleh siswa selama proses pembelajaran. Tujuan penelitian ini antara lain adalah untuk mengidentifikasi tipe-tipe kesalahan yang dibuat oleh siswa dalam penggunaan simple past tense pada teks naratif, mencari penyebab terjadinya kesalahan berdasarkan teori dari Richard, dan mengetahui prosentase kesalahan siswa dalam penggunaan simple past tense pada penulisan teks naratif. Penelitian ini dilakukan di SMA IT Tunas Bangsa Insan Mandiri, Depok. Penelitian ini menggunakan pendekatan penelitian kualitatif. Instrumen yang digunakan pada penelitian ini berupa tes menulis naratif teks. Sampel pada penelitian ini melibatkan 24 siswa kelas 10 SMA dari kelas X-2 dan X-3 di SMA IT Tunas Bangsa Insan Mandiri. Berdasarkan temuan dari penelitian yang dilakukan melalui analisis data dapat disimpulkan bahwa terdapat 4 tipe kesalahan yang dibuat oleh siswa dalam penggunaan simple past tense pada menulis naratif yaitu , omissions, additions, misformations, dan misorderings

Kata Kunci: Kesalahan Analisis; Simple Past Tense; Tulisan Naratif

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INTRODUCTION

Writing is the process of pouring ideas, minds, and experience from our head and heart on the paper. Writing gives so many benefits. One of them is sharing our experience to the others who read our work. Writing also has some purposes such as to entertain, invite, inspire, and motivate the readers. Ploeger (2001) "Writing is discovering what you know and feel about something, and writing is communicating that knowledge to audience". Thinking something what you know and feel then express it in written form. From this process we can share what we feel. We can also share our ideas or our opinion about something to the other people. For the students who study in senior high school, writing is very important because at the end of the study they must write a scientific paper. Then, the work of writing must be interesting so that the readers will be attracted to read. The writer must pay attention in vocabulary and grammar if they want to make a good work in writing. Langan (2003) "Writing is not a "natural gift", but writing is a skill". It means that writing is not a gift since was born. We have to build this ability through following the learning process in education field. This is the best way because we will be taught about the complete information about writing. Moreover, it is necessary for the students to practice more often so they can be accustomed to deliver what they are thinking or feeling into the paper.

Writing is divided into four; expository, descriptive, persuasive, and narrative. In this study the writer decided to choose narrative writing to be observed. A narrative is a kind of writing that tells a story. Toolan (2001) "Narrative is a preceived sequence of non-randomly connected events, typically involving, as the experiencing agonist, human or quasi-human, or other sentient beings, from whose experience we human can 'learn'." Narrative writing is quite easy to be done because it can be in the form of the story of our experience we have passed before. The main purpose of narrative is to tell a story. These are the examples of narrative writing: short stories, novels, poetry, autobiographies, biographies. The ability of narrative writing is important for the tenth-grade student of senior high school. It can be seen from what has been stated in syllabus of English in senior high school in curriculum. In standard of competence of the syllabus, it was stated "The students have to be able to reveal the meaning of the short functional writing text and simple essay in the form of narrative, descriptive, and news item of the daily life context."

In the narrative text there are some factors that influence the quality of the work such as vocabulary mastery and grammar. If the ability of the grammar and the vocabulary mastery are good, the quality of work of narrative writing will be also good. The kind of grammar usually used in narrative writing is simple past tense. The past tense tells us about something that happened in the past. It means that the actions or events that we are talking about were finished before the time of speaking. Azar (2003) states that the simple past tense is used to indicates that an activity or situation began and ended at a particular time in the past. For example, *I walked to school yesterday, I bought a new car three days ago*. According to Perreire (2011) "The use of the simple past tense is to talk about things that happenned and completely finished in the past (before now)." For example, *My aunt won a cooking competition last week, I ate salad this morning*. Those examples show us that the action happenned in the past. We can see it from the adverb of time or time signal *yesterday, three days ago, last week* and *this morning*.

In teaching learning activity, the students usually make an error. Brown (2000) states that error refers to a noticeable deviation from the adult grammar of a native speaker, which reflects the comptence of the learner. Usually, learners do not recognize and cannot corect it. Errors in the process of learning is very humanistic for example, in narrative writing the students often make some errors in using simple past tense. Corder in Gass and Selinker (2001) states that error is systematic. That is, likely to occur repeatedly and is not recognized by the learner as an error. From the above theories it can be concluded that error is a deviation that is caused by

competence factor and the student cannot correct it by themselves, it must be corrected by learning and practicing. It is caused by the lack of the knowledge and ability of grammar. Then the result of their study especially in narrative writing is unsatisfactory.

Dulay in Sutor (2015) explained that “This second taxonomy is based ‘on the ways surface structures are altered’ by error. He listed four ways in which language is altered in specific and systematic ways: Omission, Addition, Misformation, and Misordering.” Error of omission is an absence of an item that must appear in a well-formed utterance. For instance, *marry not come to her party yesterday. (Marry did not come to her party yesterday).* Error of addition is the presence of an item that must not appear in well-formed utterance. For instance, *He does not know my name. (He does not know my name).* Error of misformation is the use of the wrong form of morpheme or structure. For instance, *The dog ated the chicken. (The dog ate the chicken).* Error of misordering is incorrect placement of a morpheme or a group of morphemes in an utterance. For instance, *what daddy is doing? (What is daddy doing).* The general errors usually made by the students are : (1) Omission of element “be” in passive form, omission of suffix “-es /-s” in simple present tense, omission of verb etc. (2) Addition of using “be” in verbal sentence. (3) Misinformation in using irregular and regular verb form, and sometime students add suffix “-ed” in irregular verb. (4) Misinformation about the placement of a verb in a sentence.

There are some sources or causes of error that influence the students in learning English. Richards in Nassaji (2015) divides error into two main parts. First source is called the interlingual error, while the second one is called intralingual error. Interlingual errors, or what also have been called transfer errors, are those that occur when the learner relies on his or her first language and applies its rules when producing second language. Intralingual errors are caused by how learner hypothesize about an L2 and thus reflect general characteristic of language acquisition. It usually occurs especially for the student who are beginning to learn English. It can happen because in Indonesia there are not any kinds of agreement between the subject and the verb. intralingual or developmental errors reflect the learner’s competence at the particular stage and illustrate some of general characteristic of language acquisition.

METHOD

The method used in this study was descriptive qualitative method. Sugiarto (2015) states that qualitative research is a research that the findings are not gained by statistical procedure which aims to reveal an indication with holistic-contextual by collecting the data from the natural background and here a writer takes place as a key instrument. In this study the writer used the qualitative research. This study focused on the actual problems during the research is doing. The writer describes the types of errors in using simple past tense in narrative writing that made by the students.

Participants

There were 24 students who were the participants in this study. They are the tenth grade students of Class X-2 and X-3. They were the second year students. All of them have ever practiced making narrative writing of their English subject. Although they have ever made a narrative writing, they never discussed about the errors made based on their work.

Sampling Procedures

The sampling procedure of the participant was using purposive sampling and the aim of the study is to analyze the students' errors in writing narrative. The participants were tenth grade students of SMA IT Tunas Bangsa Insan Mandiri.

Materials and Apparatus

In this study, the instrument is in the form of test related to the narrative writing will be made by the students. According to Arikunto (2006) "instrument of research is a tool or facility that is used by the writer in collecting the data in order to the research can be easier and the result will be better that means more accurate, comprehensive, and systematic so that it can be easier to be analyzed." The instrument takes an important role in the success of a research. In this research the writer uses test as the instruments. According to Djaali and Mujiono (2007) "test is a tool that is used to measure the knowledge or the mastery of an measured object toward a set of particular content and material." In this research the writer gives a test to the tenth grade students of SMA IT Tunas Bangsa Insan Mandiri Cilodong to make a narrative writing with the topic "My Holiday." This writing must follow the rule that has been given before.

Procedures

This research conducted by following some procedures in registration data of narrative writing of the students. The data needed for this research are the works of narrative writing and the number of data are 24 as the sample that represents the whole population. The steps of data collection technique in analyzing the error in this research are; The writer came to SMA IT Tunas Bangsa Insan Mandiri Cilodong to meet the headmaster for discussing and asking permission for a research. The writer met the English teacher to discuss about the technique and schedule of the research in the classroom. The writer visited to the class and give the question and answer sheet for the students. Then the writer asks the students to make a narrative writing based on the instruction on the question sheet. The writer collected the answer sheets of the students and brought it to be analyzed.

Data Analysis

According to descriptive qualitative method, the data will be analyzed by the answer given by the students. The writer read and marked the errors' sentence on the answer sheets of the students' narrative writing. The writer wrote down the errors' sentence of the student and classified it based on the types of error, they are omissions, additions, misformations, and misorderings in students' narrative writing. After that the writer reconstructed the errors' sentence into the correct one. The writer analyzes the causes of error in students' narrative writing. The writer calculates the percentage the data based on each type of error. Then the collected data based on the types of error are described by the writer into the percentage form with the following formula :

$$P = \frac{X}{N} \times 100 \%$$

Remarks :

P = Percentage

X = Sum of error based on the type

N = Total of the whole errors

RESULTS

Based on the test given to the students, there are some results displayed on Table 1.

Table 1. The Tabulation of Students' Error

Respondent	Classification of error				Total
	Omissions	Additions	Misformations	Misorderings	
1	2	3	4	5	6
Student 1	-	4	9		13
Student 2	3	2	15	-	20
Student 3	-	2	3	2	7
Student 4	5	10	5	-	20
Student 5	2	4	5	-	11
Student 6	5	4	7	-	16
Student 7	1		4	-	5
Student 8	2	1	7	-	10
Student 9	5	2	6	-	13
Student 10	2	9	8	-	19
Student 11	3	3	5	1	12
Student 12	3	-	5	-	8
Student 13	4	-	2	-	6
Student 14	-	-	1	-	1
Student 15	2	-	3	1	6
Student 16	2	-	13	2	17
Student 17	7	10	9	-	26
Student 18	1	5	5	3	14
Student 19	5	2	10	3	20
Student 20	4	5	7	-	16
Student 21	3	1	12	-	16
Student 22	3	1	7	-	11
Student 23	1	-	12	1	14
Student 24	1		4	-	5
Summary	64	65	164	13	306

According to the data analysis above, the writer interprets that there are 306 errors made by students in using simple past tense in narrative writing. They are 64 or 21% errors in omissions, 65 or 21% errors in additions, 164 or 54% errors in misformations, and 13 or 4% errors in misorderings.

DISCUSSION

The most frequent or dominant error made by student is misformations, and the less dominant is misorderings. It is caused by two main factors, they are interlingual and intralingual error. For the interlingual error, it is caused by the interference of learners' mother tongue. As we know in Indonesian there is not a change of verb in every time situation. It is different with English, there is a change of verb based on the time situation both in verbal and nominal sentence. In this case the students are still influenced by the mother tongue or Indonesian form that every sentence has the same form of verb whatever the tenses. It can be seen from the

sentence “I **know** where the toilet but I could not because **I’m** afraid and shy.” From this sentence the student still follows the Indonesian rule, she use the verb 1 “know” in verbal sentence and “am” in nominal senntence in past form. It is wrong in English rule because in past form the verb must be verb 2, so the correct sentence is “I knew where the toilet but I could not because I was afraid and shy.”

For the intralingual error it can be caused by the limitation of students’ competence in grammar especially in simple past and also the lack of vocabulary. In the limitation of students’ competence in simple past the students often do not understand the rule and the change of the verb from verb 1 to be verb 2. It can be seen from the sentence “During a break I feel the urge to urinate.” From this sentence we can say that the student do not understand the form of simple past so they still wrote the verb 1 in past form. The correct sentence must be “During the break I felt the urge to urinate.” Instead of the wrong form of verb there are still some errors in the use of be, they are addition of be and wrong form of be. It can be seen from the sentence “The insident **was** happened when I was elementary school.” From this sentence the student added be before the verb. It is wrong because the sentence is in passive past form so the addition of is noy needed. The correct sentence must be “The insident happened when I was in the elementary school.” Those are the data analysis that were made by the writer based on the students’ writing in using simple past tense in narrative writing.

CONCLUSION

Regarding to the data analysis, it can be concluded that there are many errors made by students at SMA IT Tunas Bangsa Insan Mandiri. The writer finds the dominant error in the data analysis, it is misformations which is 54% from the total numbers of error. Most of them are the wrong form of verbs. In this case the students are wrong in choosing the correct verbs based on the tenses especially simple past tense. It happens not only in verbal sentences but also in nominal sentences. The errors constructed by students might be caused by two main factors; interlingual and intralingual errors. Interlingual error is caused by the influence of the Indonesian stucture. In Indonesian there is no change of verb form whatever the condition or situation of an activity. In this case the students might write the sentence based on the Indonesian structure or their first language. The second factor is intralingual error which are caused by the less capability in grammar especially in simple past tense and also the lack of vocabularies. Therefore, the students still make mistake in writing sentences. In this case most of the students use the wrong form of verb both in verbal and nominal sentences, they still use present form in past form sentence.

The teacher must give motivation in order to make the students more interested in learning English especially grammar. The teachers also need to choose the proper approaches, methods, and techniques in teaching English so the material can be gained by students well. The students must pay more attention to the teacher explanation especially in grammar. It is important because it will improve the students’ competence in grammar. The students do not need to be affraid to make errors in learning English because it is something common in learning second or foreign language. The students have to practice grammar frequently so they will be accustomed to use simple past tense in narrative writing.

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