



An Analysis of Students' Errors in Writing Narrative Text

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Abstract

This study aims to analyzed errors in the used of simple past in narrative text and writing comprehension in the tenth grade of SMAN 1 Sitiung. The problems of this research are students can not difference about simple past, students did not understand the formula of simple past, students made grammatical errors when they used simple past tenses. The aims of this research are to find out the kinds of errors made by the students on the used of simple past to find out the dominant error on the used of simple past tense in narrative text. The methode of this research is qualitative research. The sample in this study was class X MIPA 3. The research found several problems in the class. Therefore the researcher analyzed the types of errors made by the students. The findings of this study indicate that there are 4 types of errors frequency being omission with 45 (51.14%), followed by misformation with 17 (19.32%) then addition with 15 (17.05%) and the last one misordering with 11 (12.5%). Based on the results of the study, The concluded that most students still feel confused and therefore still make mistakes when writing English texts, especially narrative texts

Kata Kunci : Error Analysis, Simple past tense, narrative text, writing skill.

Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan penggunaan simple past dalam teks narrative dan pemahaman menulis pada siswa kelas X SMAN 1 Sitiung. Permasalahan dari penelitian ini adalah siswa tidak dapat membedakan simple past, siswa tidak memahami rumus simple past, siswa melakukan kesalahan tata bahasa ketika menggunakan simple past tense. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan yang dilakukan oleh siswa dalam penggunaan simple past untuk mengetahui kesalahan dominan dalam penggunaan simple past tense dalam teks narrative. Metode penelitian ini adalah penelitian kualitatif. Sampel dalam penelitian ini adalah kelas X MIPA 3. Penelitian ini menemukan beberapa permasalahan di kelas tersebut. Oleh karena itu peneliti menganalisis jenis kesalahan yang dilakukan oleh siswa. Temuan dari penelitian ini

menunjukkan bahwa terdapat 4 jenis frekuensi kesalahan yaitu omission sebanyak 45 (51,14%), diikuti misinformation sebanyak 17 (19,32%) kemudian penambahan sebanyak 15 (17,05%) dan terakhir salah susun sebanyak 11 (12,5%)). Berdasarkan hasil penelitian, disimpulkan bahwa sebagian besar siswa masih merasa bingung dan karena itu masih melakukan kesalahan saat menulis teks bahasa Inggris, khususnya teks naratif.

Kata Kunci : *Analisis eror, Simple past tense, narrative teks, kemampuan menulis*

PENDAHULUAN

The era of globalization had a major impact on all aspects of people's lives and we as a society must be prepared to encounter all challenges in all sectors. Such sectors challenges of technology, science, culture, each other . In addition to the influence of globalization changes in all countries, many institutions and companies use English. Because English is an international language, we can interact and communicate with other people in the world wherever we are, because English is one of the international languages which is the standard of communication in all major countries. If we develop requirements, we must study English in depth.

In Indonesia, English is also important to learn, but English is a foreign language because English is not the mother tongue. This is a new challenge on how to improve English skills for our people in Indonesia. That's way, make And than, it makes difficult for Indonesian to learn English Language because their mother tongue is dominates in everyday. Especially when they speak English, it will be seen that the intonation is inconsistent with the correct one. Whereas, when they write they will make a few pronunciation errors because they will only be silent paying attention to what they writes.

The one of important skill is writing according in Yarmi, (2014) writing is a tool for communicate. Through writing, one can convey meaning, ideas, thoughts and feelings through a series of written words. Writing is a skill that can be learned and get better and more skilled with practice. So in this case , the focus of written is to analyze errors in writing skills. Writing is the most difficult and complex language skill for almost junior high school students and high school students when learning and teaching Because it requires hard thinking and produces words, sentences, paragraphs at the same time. For some students, it is not easy to change forms and combine words into sentences.

Narrative is one type that uses the simple past tense. Narrative writing is usually found in novels, short stories, fables, fiction, and fairy tales. Learning write narrative text to students may produce many errors. Such as in structure, they often make the errors in simple past tense. Based on the written experience when practical teaching English at

SMA N 1 Sitiung, most the students still confused when they make the correct form of simple past tense in narrative text. They make the errors because they do not master the simple past forming.

By mastering grammar, students can build up sentences, can express their ideas for communication and can help students to comprehend what other people say or write. Grammar is one of difficult materials when the students learn English language. According to Affifudin, (2016), as a matter of fact, most of students difficult to mastered grammar so that found errors in writing. According to Novita, (2014) the error is done by the students at the level of grammar, lexical, orthography, pronunciation, and discourse. cited in Husni,(2022) states that one of the hindrances faced learning English is grammar lesson because of difficult and boring ones. In this case, when students who are learning to write narrative text may make many errors. Such as in structure, they often make errors in forming simple past tense. Based on writer experience when practical teaching at SMAN 1 SITIUNG most of students get difficult when they writing narrative text and using simple past. They make errors sentences because they do not master the grammar well, especially in simple past tense.

Based on the reasons state above, the intends to analyze about the students errors in learning simple past tenses and will focus to the research only. Research chooses "An Analysis Errors Using Simple Past Tense on Narrative Text Class X MIPA 2 Students of SMA N 1 SITIUNG Academic Years 2022/2023".

METODE PENELITIAN

In this study, the research used a quantitative descriptive strategy. Because researcher need to know the kinds of mistakes when students compose story texts. The researcher prepared this exam clearly. Thus, the research need to know the types of past tense mistakes made by students record in the hard copy text. Exploration configuration explained. In accordance Cholid Narbuko and Abu Achmasi, (2013) in Vera, (2020) , explaining research will be research that tries to find existing issues based on information, namely words, not numbers Zoltan, (2007) in Vera, (2020) . One of them is dissecting the wrong steps made by class X students of SMA N 1 Sitiung for the 2022/2023 academic year. In this review, the researcher I collected information from students who compose story texts and examine whether students use the correct basic past tense and distinguish student errors. The technique of data analysis. According to Arikunto,(2006) in Vera, (2020) , documentation is finding out data adn thing or variable in the form of notes, transcripts, books, newspaper, magazine, in descriptions, note meetings, agenda ,and so

forth. The analysis may be of existing artifacts or documents, for example, to describing person, to draw pictures to express memories, or to explain thinking aloud as it is audio tape. In this research, the researcher used the document in the form of students writing text. And then the researcher analyze the students writing to know the types of their errors in using simple past tense. In analyzing the types of error, the researcher used the percentage technique.

HASIL DAN PEMBAHASAN

Researchers have a duty to know the results of the tests they have performed use of Simple Past Tense by the students. And then the student's errors tabulate in data analysis. And the results obtained from the data calculation results, the errors that most often occur in class X MIPA 3 are omission errors. With 45 total errors in omission, for example *She lived with her step mother and two step sister*, it must be she lived with her step mother and two step sisters. The student did not put "s" in the word "sisters" is plural. Misformation 17 errors, for example *One day he want overseas to find work*. It must be *One day he went overseas to find work*. The student used the wrong morpheme. The next errors is addition 15 errors, for example *On the north east of a Sumatra*. It must be *on the north east of Sumatra*. The students added an unnecessary word, the student use "a", he can just directly write the sentence without "a" in here. The last misordering 11 errors for the example is *Until one day he borred when in the village there*. It musut be *Until one day he fill borred in the village*. The student put the wrong morphem. The table had showed that students' recapitulations analysis that can be seen.

After the researcher collected the data, the researcher conducts the analysis data, whether or not there are errors. The first step in identification errors, incorrect words were classified by the researcher. The errors types consequences of student error in writing narrative text using the simple past can be seen in the following table :

Table 1

Kinds of Error Made by the Students

No.	Kind of Error	Number of Error
1.	Omission	45
2.	Addition	15
3.	Misformation	17
4.	Misordering	11
Total		88

From the table above shows the total errors made by tenth grade students of MIPA 3 in the writing narrative text in using simple past tense. From the data, the researcher found 88 errors. Omission 45, addition 15, misformation 17, misordering 11.

We can see the percentage from each kinds of errors in writing narrative text using simple past tense that made by the students. As mentioned in the explanation above, omission is the most common error. Where the meaning of addition is when the students supposed to have in the sentence but the student delete or forgot to write in the sentence.

Table 2.
Percentage of Students' Error

No.	Kind of Error	Percentage
1.	Omission	51,14%
2.	Addition	17,04%
3.	Misformation	19,32%
4.	Misordering	12,5%
Total		100%

The research found the percentage errors from the students in their writing narrative text. Total errors omission is 51,14% . The second total errors addition is 17,04%, and than total of errors misformation is 19,32%, the last one misordering with 12,5% total of errors.

From the test which used in this study, the researcher found that students of X MIPA 3 SMA Negeri 1 Sitiung made errors in the omission 51,14%, addition 17,04%, misformation 19,32%, and the last one misordering 12,5%. From this percentage, the research saw that students understood when they using the simple past tense in writing narrative text, but theydid not understand the use plural nouns, singular nouns, objects, preposition, word spelling and verb, even than the total errors they made did not reach 50%, in contrast to the results of previous studies which got more than 50% of errors made by students.

CONCLUSION

After reviewing and analyzing the data with the help of the students in class X MIPA 3 Senior High School 1 Sitiung. Based on the findings and discussions in the previous chapter, it can be concluded as follow :

The errors that made by the tenth grade students of MIPA 1 of Senior High School 1 Sitiung in writing narrative text using simple past tense are errors of addition with 15 or

17,045, errors of omission with 45 or 51,14%, errors of misordering with 11 or 12,5%, and the last one errors of misformation with 17 or 19,32% the students made such error because they still confused with the formula of simple past tense, as well as they forgot plural and singular word and also adding the- ed word that they should not do.

Based on the data analyzed above, the researcher found that the dominant error made by students is omission with 45 or 51,14% total of errors. We can see that the tenth students of MIPA 3 still have a problem about using simple past tense in writing narrative text, especially in irregular verbs. This omission error is the most difficult for students because they do not really understand the movement of verbs and infinitive to past tense

SIMPULAN

Based on the conclusions above, the researcher gave the following suggestion :

1. Teachers

Teachers should be more specific about the use of the simple past tense. And teachers should give students more practice and task about simple past especially in changing verb, and about regular and irregular verb make it easy to understand so the students can understand the materials and reduce the error in their sentence.

2. Students need more practice to mastered write narrative text and understand when they use simple past tense. And than the students must know the rules emphasis on sentence grammar and written grammatical material text.

3. The research hopes that in the future researcher can prepare everything in doing research and can follow up this research as good. And than for the next researcher, hopefully, this research can be useful and the order researcher can make this research to reference to conduct other researcher in different aspect of grammar.

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