AN ERROR ANALYSIS OF STUDENTS IN WRITING SENTENCE ON SIMPLE PAST TENSE

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Abstract: The objectives of this research were to find the errors in student's writing at The Tenth Grade Science 1 of SMA Swasta Daerah Kisaran. The subject of this research were 20 students of SMA Swasta Daerah Kisaran. The technique of collecting data used in this research were interview, observation and written test. The researcher used Dulay's Theory to classify the types of errors. In this research, the researcher found 4 types of errors. Those were ommision, addition, misformation and misordering. The precentage of frequency the errors. It was ommison type (42,86%), addition type (5,71%), misformation type (22,86%), and misordering type (28,57%). From all of the types, the highest frequent types of error was omission.

Keywords: Simple Past Tense Sentence, Writing, Errors

Abstrak: Penelitian ini bertujuan untuk menemukan kesalahan dalam menulis siswa kelas X IPA 1 SMA Swasta Daerah Kisaran. Subjek penelitian ini adalah 20 siswa SMA Swasta Daerah Kisaran. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, observasi dan tes tertulis. Peneliti menggunakan Teori Dulay untuk mengklasifikasikan jenis-jenis kesalahan. Dalam penelitian ini, peneliti menemukan 4 jenis kesalahan. Yaitu penghilangan, penambahan, salah formasi dan salah urut. Persentase frekuensi kesalahan. Yaitu tipe omission (42,86%), tipe penambahan (5,71%), tipe salah formasi (22,86%), dan tipe salah susun (28,57%). Dari semua jenis tersebut, jenis kesalahan yang paling sering terjadi adalah omission.

Kata kunci: Kalimat Simple Past Tense, Penulisan, Kesalahan

INTRODUCTION

Writing is already and will continue to be an important part of your everybody life. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual researcher or debate. Many forms of enquiry have been summoned to clarify both how writing best works and how it should be best taught. Its complex structure seen constantly need adequate description and explanation. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation, and sentence structure. Writing from sources is a staple of academic inquiry. It plays a key role in publications in every scholarly discipline, from the literary criticism of English studies to the literature review in scientific publications. It plays a key role as well in the assignments given to both graduate and undergraduate students. The research synthesis helps graduate students survey and participate in the conversations of their discipline, and the term paper, despite criticisms, persists as a common undergraduate genre. Hence writing from sources looms large in composition curricula, in introductory writing courses devoted to researched writing, critical reading, analysis, and argument.

Based on the experienced in apprentice, most of students at SMA Swasta Daerah Air Joman are not able to write sentences, especially in writing simple past tense sentences at the school, students become confused when learning simple past tense sentences, especially in determining linguistic structures such as vocabulary and simple past formula. Because the simple past tense sentences is a sentence that states in the past has happened. Therefore they cannot study it well. On the other, many students did not understand how to write sentences on simple past tense. Students can think about events in the past but cannot past tense sentences. They cannot write the sentences because they did not understudied the simple past tense formula and also did not know the vocabulary, so they are wrong in placing the simple past tense sentences. This is because they did not have an interesting thing to write sentences and are also bored when learning English.

METHOD

This study was conducted by using qualitative method. This type is a kind of research method study without any statistic procedure. In conducting research, firstly for qualitative method, one important step is making a research design. Research design is a strategy to achieve predetermine research objective and acts as a new or guiding of study in the entire research process. Research design is like a road map for study who guide and determine the direction of the research process in accordance with predetermine goals, without the correct design a research will not be able to conduct research well because the person concern don't have clear direction guidelines (Facchini,

Oleśków-Szłapka, Ranieri, & Urbinati, 2020). The quality of research and the accuracy of research are determine in part by use the research design. Therefore, the design use in the research must be the right design. This study will be conducted by using qualitative method.

Qualitative research is descriptive research and tends to use analysis. Process and meaning (subject perspective) are emphasized more in qualitative research. Qualitative research is a study method that is more focus on understanding social phenomena from the perspective of participants by focusing more on a complete picture rather than detailing them into interrelate variables. Qualitative method aims to gain an understanding of the meaning of develop theories and describe complex realities. Qualitative method cannot be obtain or measure using statistical procedures. Qualitative method is often use as study about the life of a society. This qualitative method aims to gain an understanding of what is being observed and to obtain new theories to serve as scientific work. The paradigm use in qualitative method is a natural paradigm based on a phenomenal view.

Qualitative research (Sharique Ahmad, 2019) is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology

The theoretical basis is use as a guide so that the research focus is in accordance with the facts in the field. In addition, this theoretical basis is also useful for providing an overview of the research background and as material for discussion of research results. Qualitative research is must more subjective than quantitative research or surveys. It also uses very different methods, including in terms of gathering information, especially individuals, using in depth interviews and focus groups. The nature of this type of research is open exploration and research, and ends with a relatively small group of in depth interviews conducted with interview.

Data is a statement or value that comes from the measurement or observation process of a variable and is present in the singular or plural form of numbers, characters, images, or sound. Data can define as a value that represents a description of an object or event. Data is form from raw data in the form of numbers, characters, pictures, or other form. Source of data is the subject from which data can be obtain. According to Sutopo (2006 : 56-57) source of data are places where data is obtain using certain methods, whether in the form of humans, artifacts, or documents. This research will used of data and research sources, namely:

1. Data
   This research data using observation and test as research data. This research uses direct interviews with students in order

to obtain more information. This research uses direct observation to students focused on the tenth grade science 1 of SMA Swasta Daerah Kisaran. This research also uses a test in the form of exercise, students were asked to write down the answer to the exercise.

2. Research Sources

In this study, the research source are students at the tenth grade science 1 of SMA Swasta Daerah Kisaran. In this study, the results of the student's errors in writing sentence on simple past tense sentences as a research sources

In this research, the findings were classification into several points consisting of students still making errors in writing sentence on simple past tense, especially in the omission error, addition error, misformation error, and misordering error. Data collecting used text to analyze students errors in simple past tense, the test is a writing sentence. Researcher conducted a test in the tenth grade science 1 at SMA Swasta Daerah Kisaran. The students in the tenth grade science 1 consist of 20 students. In the class the researcher asked students to write about simple past tense sentence, the students writing became the data in this study. In this section the data obtained by the researcher will then be analyzed. The data collection process is carried out by offline data collection.

The students will be given 45 minutes to finish writing sentence on simple past tense, they are asked to write down the answers on a piece of paper and then after completing the results are collected to the researcher.

Based on the data analysis

technique, the procedure used by the writer after collecting data was collecting data based on students test, checking for errors from the test, classifying errors in simple past tense sentence based on the types of errors according to Dulay's theory and calculating errors in simple past tense sentence based on types. the kind of error according to Dulay's theory.

RESULT AND DISCUSSION

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After collecting the data from the students, the researcher got types of errors from their writing sentences on simple past tense of SMA Swasta Daerah Kisaran, based on the aspect of errors in writing.

Based on the result above, this research took 20 students at Tenth Grade Science -1 of SMA Swasta Daerah Kisaran as the subject of the research. Then found that there are 42,86% students who made ommision errors. For the example: Did they run in garden, the sentence should be: Did they run in the garden, because Did they run in garden did not used "the" and the word "the" is determine to make the sentence clear. In that sentence there is a word like "garden" so word of garden show an object in the form of a place. Then there are 5,71% students who made addition errors and for example: He did not comes to school yesterday because he was sick, in the word "comes" used to simple present tense. Such as the formula of simple past tense negative S + Did not + Verb1 and the simple past tense negative in Verb1 did not add "s/es", the word should be "come". So, the sentence should be He did not come to school yesterday because he was sick. And then there are 22,86% students who made misformation errors. For example: Last Sunday Mrs. Rani did not left the house immediately, the sentence should be: Last Sunday Mrs. Rani did not leave the house immediately,

because the verb in that sentence is wrong, the right verb is "leave" (V1) because in that sentence use to negative sentence (did not), so to negative sentence (did not) is followed by (V1). And the last there are 28,57% students who made misordering errors. For example: Did not you shut shop last night, in this sentence did not correct, because negative sentence on simple past tense in the beginning of the sentence used "S", then connected with the "Did not" and finally used the Verb1 , such as the formula S + Did not + Verb1, the sentence should be "you did not shut shop last night".

CONCLUSION

Based on data anlyzed can be concluded that the thory from Dulay claims that students usually made errors when they write the sentence especially simple past tense sentence at the tenth grade of SMA Swasta Daerah Kisaran. There are some points in Dulay theory which are ommision errors, addition errors, misformation errors and misordering errors. The most common errors that the students usually face is ommision errors. This research drawn the conclusion as follows, there are the students get the problem in understanding about simple past tense sentence and many students have difficulty in determine the generic structure and language features of simple past tense sentence. Their knowledge is limited about simple past tense sentence, and also they do not know about the structure sentence. So, it can make them do not understand about the material.

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