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Available online <http://jurnal.una.ac.id/index.php/jeeli/index>**ERROR ANALYSIS OF STUDENTS' WRITING SENTENCE
ON SIMPLE PAST TENSE****Dinda Sri Fatmawati¹, Dian Angraini Harahap²**^{1,2} Pendidikan Bahasa Inggris, Universitas Asahanemail: dindasri@gmail.com**Abstract**

The research is focused on student's error in writing sentence of simple past tense. 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 ommision type (4286%), 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 ommision.

Keywords: *Simple Past Tense Sentence, Writing, Errors***Abstrak**

Penelitian ini difokuskan pada kesalahan siswa dalam menulis kalimat simple past tense. Tujuan dari penelitian ini adalah untuk menemukan kesalahan dalam tulisan siswa di kelas X IPA 1 SMA Swasta Daerah Kisaran. Subyek 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 kesalahan. Dalam penelitian ini, peneliti menemukan 4 jenis kesalahan. Itu adalah kelalaian, penambahan, salah formasi dan salah susun. Persentase frekuensi kesalahan. Itu adalah tipe ommision (4286%), tipe penambahan (5,71%), tipe salah formasi (22,86%), dan tipe salah susun (28,57%). Dari semua jenis, jenis kesalahan yang paling sering terjadi adalah kelalaian.

Kata kunci: *Kalimat Simple Past Tense, Penulisan, Kesalahan***INTRODUCTION**

Language is very important in our life. It is use as a medium of communication for nearly all activities in the world. Besides language is a tool of communication it has a relationship with various aspects of human life. Language is the most prominent distinguishing feature because with language each social group feels itself as a different unit from other groups. Language is also a collection of words where each word has an abstract meaning and relationship with a concept. Everyday people use language, without language we cannot influence each other in society. There are four language skill to be acquired, they are: listening, speaking,

reading, writing. From these skills, two of them are language components namely grammar and vocabulary also very important function in order to be understood in the context of communicating with one another. The main function of language is as a means of interacting with human, a tool for thinking, and channeling the meaning of belief in society. Apart from being a means of communication and interaction, language also has an important meaning as a learning method in the scope of language itself. Language also function as the identity of a tribe or nation because of its uniqueness, because every tribe or nation must have a different language.

English as a foreign language will arise some difficulties which are faced by Indonesian people / students because in learning a new the students tend to transfer their native language habit to the new language. Both students and teachers need to know how to talk about language at various points during learning and teaching (Jeremy Harmer, 2004). This is not only so that teacher can explain and student come to understand, but also so that teachers know what going wrong where and how to correct.

Writing is already and will continue to be an important part of your body 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 understand 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.

Based on the explanation above, this study will analyze students' errors in writing sentence on simple past tense and will take the title "An Error Analysis of Student in Writing Sentence on Simple Past Tense at The Tenth Grade of SMA Swasta Daerah Kisaran in 2020/2021 Academic Year"

Based on the background above, the identification of problems can be follows: lack of students' knowledge of vocabulary and lack of students' knowledge of simple past tense.

This study focused on An Error Analysis of Student in Writing Sentence on Simple Past Tense at The Tenth Grade Science 1 of SMA Swasta Daerah Kisaran in 2020/2021 Academic Year.

The purpose of this research is to find out the students' errors in writing sentence on simple past tense at the tenth grade science 1 of SMA Swasta Daerah Kisaran in 2020/2021 Academic Year.

METHOD

The setting of the study was in SMA Swasta Daerah Kisaran. It is located at jl. Madong Lubis Kel. Selawan. In this school English class is held twice a week for each class and every meeting is held for 45 minutes (1x45 minutes/meeting). This study will be conducted in March 2021.

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. According to Sarwono 2006 : 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. 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. Creswell (2010:8) qualitative method is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem, the

study builds a complex, holistic picture, analyzes words, report detailed view of information, and conducts the study in a natural setting.

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. According to Maxwell (2008:2) qualitative research lacks any such elaborate typology into which studies can be pigeonholed, typologies are usually based on a limited number of features of the study, and by themselves do little to clarify the actual functioning and interrelationship of the component parts of a design. Also Strauss and Corbin 1990: qualitative methods can be deemed suitable for obscure research concepts, choosing as a database the wealth of publications available on the subject of professionalism so that the ample number of publications on the subject provides a unique opportunity to explore the worldview of professionalism. There is not standard pattern regarding the format of qualitative research design, because the main instrument of qualitative research is the researcher himself, so that each person can have his own design model according to his taste, the qualitative research process is cyclical, making it difficult to formulate a standard format, and generally qualitative research departs from certain cases or phenomena, making it difficult to formulate a standard design format.

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

The subject of the research is all students at the tenth grade science 1 which is consist 20 students of SMA Swasta Daerah Kisaran in 2020/2021 Academic Year.

Data analysis is an important step in obtaining study findings. This is because data will lead us to scientific findings, when analyzed with the right techniques. Data that has not analyze is still raw data. In study activities, raw data will provide meaning, when analyze and interpreter. Data analysis is the process of systematically searching or collecting data obtained from interview, field notes, and documentation by grouping the data into several unit categories to arrange and select which patterns are important. Will be studies, and make conclusions so that they are easily understood by oneself and others. According to Patton (1980: 268) is the process of arranging the order of data, organizing it into a pattern, category, and basic description unit. Data analysis technique are methods of processing data information. When conducting study, need to analyze data so that it is easy to understand. Data analysis is also need so that get a solution to the study problem that is currently be work on. Data analysis technique are analysis activities in a study that is carry out by examining all data from study instruments, such as notes, documents, test results, recordings, and others. This activity is carry out so that the data is easier to understand, so that a conclusion can be obtain.

This research is about an error analysis of student in writing a sentence on simple past tense. It will be taken from the students work and after that, it will be analyzed through the following steps:

1. Collecting the data based on simple past tense sentences written by students on the question sheet that the students have found.
2. Checking the students work.
3. Classifying the errors in writing sentences on simple past tense based on the types of error by Dulay's Theory.
4. Counting the errors in writing sentences on simple past tense based on the types of error by Dulay's Theory, then use the formula for finding a percentage according to (Sugiyono,2008)

$$P = F / N \times 100 \%$$

Note:

P = percentage of mistakes.

F = total number of mistakes.

N = total number of the sentences.

Table 4.1 Classification of Students' Errors

No	Students Name	Kinds of Students' Errors				
		O	AD	MF	MO	Σ Errors
1.	SFI	-	-	1	-	1
2.	EAW	3	-	-	-	3
3.	JA	1	-	-	-	1
4.	DS	-	1	1	-	2

5.	FDS	1	-	-	-	1
6.	AS	3	-	-	-	3
7.	YS	1	-	-	-	1
8.	RP	-	-	1	-	1
9.	ZS	-	-	-	2	2
10.	FO	3	-	-	-	3
11.	MA	-	-	-	2	2
12.	SF	2	-	-	-	2
13.	DP	-	-	1	-	1
14.	K	-	-	3	-	3
15.	MS	1	-	-	-	1
16.	AAA	-	-	1	-	1
17.	MCP	-	-	-	2	2
18.	DCP	-	1	-	-	1
19.	NTP	-	-	-	2	2
20.	AP	-	-	-	2	2
	Total	15	2	8	10	35

Explanation:

O : Ommision Errors.

AD : Addition Errors.

MF : Misformation Errors.

MO : Misordering Errors.

Based on the table above got the total of the student's errors there were 35 items such as 15 of ommision errors, 2 of addition errors, 8 of misformation errors and 10 of misordering errors.

RESEARCH AND DISCUSSION

In the research findings presented the result of analyzing the data. In this research used twenty students as the subject of the research and also there are twenty data collected. Based on the result of the students' written, the researcher concluded that all of the subjects in this study made errors in their writing. There were four types of errors (Dulay 1982). They were omission, addition, misformation and misordering.

1. SFI

Simple past tense positive:

1. I went to Yogyakarta with my friend last week.
2. He sent a letter to his friends last Sunday.

Simple past tense negative:

1. He did not come to school yesterday because he was sick.
2. You did not pay the tax last year.

Simple past tense interrogative:

1. Is she fat?
2. Were you at Andi's house yesterday?

Student SFI wrote sentences in simple past tense positive and simple past tense negative did not do error. He did error in simple past tense interrogative. He made an error of misformation in number 1 "**Is she fat?**", in this sentence to be **is** used to simple present tense. The sentence should be "**was she fat?**", because to be **was** used to simple past tense especially simple past tense interrogative with used formula **was/were + S** and then used to be **was** because there is **she** for the third person singular.

2. EAW

Simple past tense positive:

1. Winda went to Bandung last Sunday.
2. Sari bought new book yesterday.

Simple past tense negative:

1. You did not read book yesterday.
2. Sinta did not come school.

Simple past tense interrogative:

1. Did they run in garden?
2. Did Malika make cake?

Student EAW wrote sentences in simple past tense positive did not do error. She did error in simple past tense negative in number 2 and simple past tense interrogative in number 1 and 2. She made three errors of omission. The simple past tense negative in number 2 "**Sinta did not come school**", in this sentence did not used **to**, the sentence should be "**Sinta did not come to school**" because the word **to** used to make the purpose of sentence to be correct. The simple past tense interrogative in number 1 "**Did they run in garden?**" did not used **the**, the sentence should be "**Did they run in the garden?**" because **the** is determine to make the sentence clear. And them the simple past tense interrogative in number 2 "**Did malika make cake?**" did not used **a**, the sentence should be "**Did malika make a cake?**" because **a** is determine to make the sentence clear.

3. JA

Simple past tense positive:

1. Dinda and Linda visited their grandmother last Sunday.
2. Siska came to Dinda's birthday party

Simple past tense negative:

1. Dinda and Linda did not visit their grandmother last Sunday.
2. Siska did not come to Dinda's birthday party

Simple past tense interrogative:

1. Dinda and Linda visit?
2. Did Siska come to Dinda's birthday party?

Student JA wrote sentences in simple past tense positive and simple past tense negative did not do error. She did error in simple past tense interrogative. she made an error of omission in number 1. "**Dinda and Linda visit?**", because in this sentence is simple past tense sentence especially interrogative sentence with used **did** such as the formula **did + S + Verb 1** and in this sentence incomplete in the last sentence. The sentence should be "**did Dinda and Linda visit their grandmother last Sunday?**".

4. DS

Simple past tense positive:

1. I went to Jakarta with my friends last week.
2. He sent a letter to his friends last Sunday.

Simple past tense negative:

1. He did not come to school yesterday because he was sick.
2. You did not pay the tax last year.

Simple past tense interrogative:

1. Was he a good and skilful engineer?
2. Do I study English at junior high school?

Student DS wrote sentences in simple past tense negative did not do error. She did error in simple past tense positive in number 1 and simple past tense interrogative in number 2. She made two errors, the errors in the form of addition and misformation. The simple past tense positive in number 1 "**I went to Jakarta with my friends last week**". In the word **wentt**, she wrote twice the letter **n**, the word should be "**I went to Jakarta with my friends last week**" because the word **went** in the letter **n** once only written. The simple past tense interrogative in number 2 "**Do I study English at junior high school ?**", in this sentence, the word **do** used to simple present tense. The simple past tense use **did** such as in the formula of simple past tense interrogative **Did + S + Verb1**. The sentence should be "**Did I study English at junior high school ?**".

5. FDS

Simple past tense positive:

1. I went to Yogyakarta with friends last week.
2. He sent a letter to his friends last Sunday.

Simple past tense negative:

1. He did not come to school yesterday because he was sick.
2. You did not pay the tax last year.

Simple past tense interrogative:

1. Was she fat?
2. Were you at Andi's house yesterday?

Student FDS wrote sentences in simple past tense negative and simple past tense interrogative did not do error. She did error in simple past tense positive in number 1. She made an error of omission. The simple past tense positive in number 1 "**I went to Yogyakarta with friends last week**", in this sentence, the word **friends** did not add the word **my**. The sentence should be **I went to Yogyakarta with my friends last week**, because the word **my** is possessive pronoun.

6. AS

Simple past tense positive:

1. Sari bought new book yesterday.
2. They drank milk last night.

Simple past tense negative:

1. Alvin was not completed the job.
2. Alwi did not come school.

Simple past tense interrogative:

1. Did they run in garden?
2. Did Malika make cake?

Student AS wrote sentences in simple past tense positive did not do error. She did error in simple past tense negative in number 2 and simple past tense interrogative in number 1 and 2. She made three errors of omission. The simple past tense negative in number 2 "**Alwi did not come school**", in this sentence did not used **to**, the sentence should be "**Alwi did not come to school**" because the word **to** used to make the purpose of sentence to be correct. The simple past tense interrogative in number 1 "**Did they run in garden?**" did not used **the**, the sentence should be "**Did they run in the garden?**" because **the** is determine to make the sentence clear. And them the simple past tense interrogative in number 2 "**Did malika make cake?**" did not used **a**, the sentence should be "**Did malika make a cake?**" because **a** is determine to make the sentence clear.

7. YS

Simple past tense positive:

1. I played football yesterday.
2. He saw his family last week.

Simple past tense negative:

1. They did not go to the theater last month.
2. She did not arrive on time this morning.

Simple past tense interrogative:

1. Did you see ghost?
2. Did they run in garden?

Student YS wrote sentences in simple past tense positive and simple past tense negative did not do error. He did error in simple past tense interrogative in number 2. He made an error of omission. The simple past tense interrogative in number 2 "**Did they run in garden?**" did not used **the**, the sentence should be "**Did they run in the garden?**" because **the** is determine to make the sentence clear.

8. RP

Simple past tense positive:

1. I went to Yogyakarta with my friends last week.

2. He sent a letter to his friends last Sunday.

Simple past tense negative:

1. He did not come to school yesterday because he was sick.

2. You did not pay the tax last year.

Simple past tense interrogative:

1. Was she fat?

2. Were you at Andi's house yesterday?

Student RP wrote sentences in simple past tense positive and simple past tense negative did not do error. He did error in simple past tense interrogative in number 2. He made an error of misformation. The simple past tense interrogative in number 2 "**Were you at Andi's house yesterday**", in this sentence, the word **ware** is error writing, the word should be **were**. And then used to be **were** because there is **you** did not the third person singular.

In this research, the findings were classification into several points consist 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.

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 omission errors. For the example: Did they run in garden, the sentence should be: Did they run in the garden, because 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 analyzed can be concluded that the theory 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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