

An Error Analysis of Students in Writing Sentence on Simple Past Tense at The Tenth Grade of SMA Swasta

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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 omission, addition, misformation and misordering. The percentage of frequency the errors. It was omission 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

1. 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 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 can not 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 can not past tense sentences. They can not write the sentences because they did not understood 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: a). Lack of students' knowledge of vocabulary; b). 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. Formulation of the Study Based on the background of the above problem. Then the research problem formulation is what are 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?" 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.

2. METHODS

2.1 Location and Time of the Study

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.

2.2 Research Design

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.

3. RESULTS

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.

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 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".

4. CONCLUSIONS

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 omission errors, addition errors, misformation errors and misordering errors. The most common errors that the students usually face is omission 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.

There are suggestion for the teacher, have to increase learning strategies, media and method when they want to teach about simple past tense sentence. The teachers have to increase the student's knowledge about simple past tense sentence.

The teachers have to give the students example about it more. The teachers have to explain it more detail to make them understand about it well. The teachers have to give activities or exercises more to increase their knowledge about write a sentence. The teacher have to give method or learning strategies to students, that they are not bored in learning English especially in simple past tense and do not repeat the same errors. For The Students, have to practice English everytime and everywhere to enhance their ability in using vocabulary and grammar in writing activity. The students have to search and read more resources about English such as in from the book, film, google and etc. The students have to study English more. The students must be confident when they want to talk about English. For Other Researchers, For the further researcher, try to find other problems that faced by the students that come from different grade and with different types of sentence. So that, the researcher can find more problems that are faced by the students in writing.

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