AN ERROR ANALYSIS OF USING SIMPLE PAST TENSE AT THE EIGHTH GRADE STUDENTS OF MTS NEGERI 3 SUKOHARJO IN 2021/2022 ACADEMIC YEAR

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Abstract

This research were aimed : 1) to find out the types of errors using Simple Past Tense in the Eighth Grade Students, 2) to know the most dominant error made by the students of using Simple Past Tense in the Eighth Grade Students, 3) to identify the causes of error found in using Simple Past Tense in the Eighth Grade Students. This research was conducted on December 2021 until January 2022. The researcher took 25 students in class VIII B of MTs Negeri 3 Sukoharjo. This research was descriptive qualitative research with the type of Error Analysis. To collect the data, the researcher used test, interview and documentation. The data were analyzed by using percentage formula by Corder. The result of the research show that : 1) There were four types of errors found, 138 or 57% error of Omission, 50 or 20% error in Addition, 51 or 21% error in Misformation, and 5 or 2% error in Misordering. The students made total of 244 errors. 2) The most dominant error made by the students of using Simple Past Tense was Omission, because the students made errors by omitting some words and made incomplete sentences. 3) The causes of error found in using Simple Past Tense was the students' carelessness. It can be concluded that the students had many errors in answering and changing sentences into Simple Past Tense in positive, negative and interrogative forms. The students difficulty in distinguishing between regular and irregular verb.

Keywords: *Error Analysis, Simple Past Tense, Regular and Irregular verb*

INTRODUCTION

Language is a form of communication that allows people to convey their emotions, thoughts, ideas, and desires in order to present something. Language is a system of arbitrary spoken, written, or gestural symbols that allows members of a society to communicate intellectually by Brown (2000). There are many languages in the world, and with its own structure and pattern. English is an International language that is used to communicate between people all over the world. People can use English for a variety of reasons and benefits. Many circumstances have encouraged people to learn English for social, political, and educational purposes. Being able to communicate in English will increase the values and insights, and will be able to communicate more effectively.

English is the first foreign language studied and taught in Indonesia, from elementary school to university. The major goal of education is to teach English so that the students comprehend the role and objective of the language. In the educational context, there are four language skills in English that should be learned. There are speaking, listening, writing, and reading. Vocabulary, pronunciation, and grammar are also components that follow or complement four language skills. Grammar is one of the language components that students must learn. According to Lyons (in Sari, 2019) Grammar is a type of word that comes from the language itself and the way words are connected in phrases, clauses, and sentences, and it can be said that grammar is a set of rules for putting words together in sentences. One of aspects of grammar is tenses.

The time of an occurrence is known to as tenses. Tenses are a verb form that shows the period of acts, according to Sinclair (2007). There are many kinds of tenses such as the present tense, the past tense, future tense. The researcher focused on the simple past tense especially the use of regular and irrregular verb. Simple past tense is employed to report activity or a state that can be linked to a certain time period, according to Wishon and Burks (in Musfia & Hafizh, 2019). The simple past tense is a tense that is used to describe or discuss past events and actions in the form of a specific period. Regular verbs in the past tense are formed by adding –d or –ed in written usage. In speech the –d ending has three different pronunciations. The past tense and participle form of an irregular verb are not predictable by the rules.

Error is natural part of language learning. The learners make errors because

their knowledge of the foreign languages still refers to their mother tongue. The error occurs because each student differs in intelligence, motivation, and social background. The students will make direct connections between language skills components such as new vocabulary, grammatical patterns, and pronunciation. Error associates with intentionality of the learners, when there intention to commit one, an error will occurs, according James (in Sinaga et al., 2019) . When the students attempt to speak or write the target language, it is unavoidable for them to make significant errors, regardless of how hard they try.

According to Corder (1981), Mistakes have no effect on the language acquisition process. The term of mistake refers to a poor performance. The students difficulties in memorizing the linguistic system of the language being learned make mistakes. If the students are better aware of the target language system, they can commonly correct it. The failure of the student to master a linguistic system of language lead to false use of the language form is referred to as a mistake.

Based on Surface Strategy Taxonomy by Dulay et al., (1982:150) find out there are four types of errors : first types of error is Omission indicated by the absense of an item that must appear in a well-formed utterance, for the example: "Zayn climb the tree yesterday" this sentence should be "Zayn climbed the tree yesterday". Second types of error is Addition characterized by the presence of an item which must not appear in a well-formed utterance, for the example: "Icha did not went to the cinema last night" it should be "Icha did not go to the cinema last night". Third error is Misformation characterized by the use of the wrong form of the morpheme or structure, the example: "Nanda write a letter yesterday" this sentences should be "Nanda wrote a letter yesterday". The last types of error is Misordering indicated by the incorrrect placement or a morpheme in an utterance, for the example: "Jack buy did not a laptop last month" it should be "Jack did not buy a laptop last month".

Error Analysis is the study analysis of errors made by second foreign language learners in predicting errors or difficulty in learning a foreign language. The process of observing, analyzing, and classifying departures from the rules of a second language and revealing the systems used by students is known as error analysis by Richards (in Damanik, 2017). An error analysis is useful for determining which kind of errors the students make the most, as well as the causes of the errors and how

the students might learn from their errors. As a result, the students will not repeat the same mistake or make certain faults.

According to Norrish (in Hasyim, 2002), classified causes of error into three types there are carelessness is usually linked to a lack of motivation, first language is about learning language or mother tongue, and translation occurs because the students translates first language sentence or idiomatic expression into the target language word by word.

Based on the previous explanations, the researcher intends to focused on the students error in using simple past tense in positive, negative, and interrogative forms especially the use of regular and irregular verb by the eighth grade students of MTs Negeri 3 Sukoharjo.

RESEARCH METHOD

This research was conducted at MTs N 3 Sukoharjo in 2021/2022 Academic Year. It is located on Jalan R.A. Serang No. 01 Mulur, Bendosari, Sukoharjo. It was held on December 2021 until January 2022. The subject of research was the eighth grade students in class VIII B which consisted of 25 students. This research used descriptive qualitative research with the type of Error Analysis. According to Creswell (2012) qualitative research is a method of analyzing and understanding the meaning of individuals or groups in the context of social or human issues. Descriptive qualitative research is one that aims to provide accurate and systematic effects, situations, or facts relating to people attitudes. The data source used primary and secondary data sources. To collect the data, the researcher used test, interview, and documentation. To analyzing the data, the researcher used the model from Miles and Huberman (1994), which were data collection, data reduction, data display, and conclusion drawing/verifying. To analyzed and calculated the types of errors and dominant errors made by the students used the percentage formula by Corder (in Fithriani, 2020), the formula as follow :

$$P = \frac{n1}{\Sigma N} \text{ x } 100\%$$

In which :

P = Percentage of each error

n1 = Total error of each category

ΣN = Total of the whole errors made

RESEARCH FINDING AND DISCUSSION

Research Finding

Types of Error

From the analysis, it was found several types of error made by the students

in using Simple Past Tense. The types of error can be seen below :

1. Omission

The students failed to supply an item that was required to be included in a well-formed utterance, they committed an error of omission. The students committed errors in this instance by deleting some terms and creating incomplete phrases.There was total error in omission made by the students 138 errors. The students omission errors were divided into three categories based on the worksheet questions: omission in positive sentences, omission in negative sentences, and omission in interrogative sentences.

There was 56 errors made by 21 the students in omission in positive sentences. The explanations as follows :

(x) Bagas and Putra <u>climb</u> Mount Merbabu last month.

(v) Bagas and Putra <u>climbed</u> Mount Merbabu last month.

This error was omission because the students made error in the of regular verb. The students should add "ed" in the word "climb", it should be "climbed" to make correct sentence sequence.

There was 63 errors made by 20 students in omission in negative sentences. The explanations as follows :

(x) Adira <u>did not</u> a cake this morning

(v) Adira <u>did not make</u> a cake this morning

This error occured because the students omitting verb 1 "make" after "did not".

There was 19 errors made by 10 students in omission in interrogative sentences. The example of omission interrogative sentences can be seen below :

(x) Did My mother to the market last week ?

(v) Did My mother <u>go</u> to the market last week ?

This error occured because the students omitting verb 1 "go".

2. Addition

When the students generated an item that should not appear in a well-formed utterance, they made an Addition Error. The students committed an error by include items in one or more parts of the sentence that should not be there. There was 50 errors of addition made by the students. Based on the questions in the worksheet, the following addition errors

produced by the students were categorized into three parts: addition in positive sentences, addition in negative sentences, and addition in interrogative sentences.

In addition positive sentences, there was no error that found.

There was 44 errors made by 15 students in addition in negative sentences.The example as follows :

(x) We <u>did not came</u> to the opening ceremony last Monday.

(v) We <u>did not come</u> to the opening ceremony last Monday.

In this case, the students made addition of double marking. The students add verb 2 "came" in negative pattern, it should be verb 1 "come".

There was 6 errors made by 6 students in addition in interrogative sentences. The explanations as follows :

(x) Did the coffee shop <u>closed</u> at 10 p.m last night ?

(v) Did the coffee shop <u>close</u> at 10 p.m last night ?

In this case, the students made addition of "-d". The students not should add "-d" in the word "close".

3. Misformation

The students utilized the incorrect form of the morpheme or structure, misformation occurred. The students committed errors when they used incorrect grammar in one or more components of a sentence. There were 51 errors of misformation made by the students. The following misformation errors produced by the students were divided into three categories based on the questions in the worksheet: misformation in positive sentences, negative sentences, and interrogative sentences.

There was 47 errors made by 20 students in misformation in positive sentences.

(x) Rafey <u>buy</u> a new car two days ago.

(v) Rafey <u>bought</u> a new car two days ago.

This error was misformation in irregular verb. The students used infinitive verb "buy" where the verb should be in past form "bought".

There was 3 errors made by 3 students in misformation in negative sentences. The example of misordering negative sentences can be seen below :

(x) The teacher did not <u>teaght</u> a new chapter in the last meeting.

(v) The teacher did not <u>teach</u> a new chapter in the last meeting.

The students made errors in misformation. The students should write "teach" but the student write "teaght" which the word has different meaning.

There was 1 error made by 1 student in misformation in interrogative sentences. The explanations as follows :

(x) Did Rafey <u>by</u> a new car two days ago ?

(v) Did Rafey <u>buy</u> a new car two days ago ?

The students made errors in misformation. The students should write "buy" but the student write "by" which the word has different meaning.

4. Misordering

When the students misplaced a morpheme or a collection of morphemes in an utterance, this was called a misordering error. This indicates that the sentence may be correct in terms of the items offered, but incorrect in terms of the order in which they are delivered. There was 5 error of misordering made by the students. The following misordering errors produced

by the students were divided into three categories based on the questions in the worksheet: misordering in positive, negative sentences, and interrogative sentences.

In misordering positive sentences, there was no error that found.

There were 5 errors in misformation negative sentence made by 5 students. The example of misordering negative sentences can be seen below :

(x) Rey <u>win did not</u> drawing contest in the school two days ago.

(v) Rey <u>did not win</u> drawing contest in the school two days ago.

The word "win" which indicates the verb, should be placed after "did not". The students has presented the correct element in the sentence but wrongly in sequence.

In misordering interrogative sentences, there was no error that found.

The Dominant Error

Based on this finding, the most dominant of error made by the students of using Simple Past Tense was Omission in 138 errors with total percentage 57%. In omission positive sentences, there was 56 errors made by the students or 40% error. In omission negative sentences, there was

63 errors made by the students or 46% error. In omission interrogative sentences, there was 19 errors made by the students or 14% error. The students made the most dominant error of omission in negative sentences. In this case, the students did not produce the item that should appear in a well-formed utterance. The students made errors by omitting some words and made an incomplete sentences.

Causes of Error

During an interview with some students in class VIII B,the results of the causes of error was students' carelessness. Because they did not double-check their work, the students had no idea if they had committed an error. The students are still confused by the difference between regular and irregular verbs. The usage of the Simple Past Tense formula in positive, negative, and interrogative sentences was also a cause of misunderstanding for the students.

Discussion

The research found that the most types of errors which made by the students of using Simple Past Tense sentences in positive, negative, and interrogative forms. Errors of Omission in 138 with total percentage was 57%, Error of Addition in 50 with total percentage was 20%, Error of

Misformation in 51 with total percentage was 21%, and Error of Misordering in 5 with total percentage was 2%.

The students made errors in omission part, this case happened because the students did not produce an item that must appear in a well-formed utterance. The students made errors by omitting some words and made an incomplete sentences. In addition part, this case happened because the students produced an item which must not appear in a well-formed utterance. The students made error by adding some elements in one or several parts in the sentence which much not appear. Then, the students made errors in misformation part, this case happened because the students used the wrong form of the morpheme or the structure. The students made errors by using inappropriate grammar in one or several parts of a sentences. The last, the students made errors in misordering, this case happened because the students made incorrect placements of morpheme or a group of morphemes in the utterance. It meant that the sentence could be right in presenting elements, but wrongly in sequence.

After conducted interview with the English teacher and some students, the researcher collected the data. The students

still had difficulty in changing the infinitive verb into past verb and they are still have difficulty distinguishing between regular verbs and irregular verbs. The students also still confused in using the simple past tense formula in positive, negative, and interrogative forms. From the results of students work, some students still made many errors in answering and changing a sentence into Simple Past Tense in positive, negative, and interrogative forms.

CONCLUSION

Based on the research findings and discussion, it can be concluded following :

1) The error that the students did on the use of Simple Past Tense. The students made total of 244 errors. There were138 or 57% in error of Omission, 50 or 20% in error of Addition, 51 or 21% in error of Misformation, and 5 or 2% in error of Misordering.

2) The most dominant error made by the eighth grade students of using Simple Past Tense was error of Omission with the total was 138 errors or 57%.

3) The results of the interview indicated that the students' carelessness was the causes of the errors. The students were aware of any errors in their work, but they were still confused by the difference between regular and irregular verbs. The use of the Simple Past Tense formula in positive, negative, and interrogative sentences was also a causes of misunderstanding for the students.

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