

ERROR ON THE USE OF PAST TENSE IN NARRATIVE TEXT MADE BY ELEVENTH GRADE OF SMK SWASTA BNKP DARO-DARO BALAEKHA

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Abstract

Grammar is the rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. In grammar, there is tense in English which must we know, they were past tense, present tense, future tense, and past future. But here, there are still many students made errors in using past tense of narrative text. This research was aimed to analysis the Error on The Use of Past Tense in Narrative Text Made by Eleventh Grade Of SMK Swasta BNKP Daro-Daro Balaekha. This research designed by using qualitative descriptive method. In analyzing the data, the research used theory of Miles and Huberman; data reduction, data display, and conclusion drawing/verification. the data was documentation, worksheet and interview. The data source of this study was taken from the eleventh grade students of SMK Swasta BNKP Dara-Daro Balaekha. The data of this study are students 'errors in use past tense. To examine the credibility of this study the researcher used triangulation. The results of this study there are 7 students not mastering the pattern. Then, students difficult to differentiate the use of verbs in sentence are 7, do not have any dictionary are 2 and other reasons limited of vocabulary are 2. The students stated that their teacher usually only give the books rare explain about how to use past tense. From the result of the research, researcher concluded that students conduct errors because of not mastering the pattern of past tense. Suggestion for teacher, students and next researcher expect the result of this research can be benefit for all the sources in scientific work especially.

Key words: *Narrative Text; errors; past tense*

Abstrak

Grammar adalah aturan bahasa yang mengatur bunyi, kata, kalimat, dan elemen lainnya, serta kombinasi dan interpretasinya. Dalam tata bahasa, ada tenses dalam bahasa Inggris yang harus kita ketahui, yaitu past tense, present tense, future tense, dan past future. Namun disini masih banyak siswa yang melakukan kesalahan dalam menggunakan past tense pada teks narrative. Penelitian ini bertujuan untuk menganalisis Kesalahan Penggunaan Past Tense dalam Narrative Text Karya Siswa Kelas XI SMK Swasta BNKP Daro-Daro Balaekha. Penelitian ini dirancang dengan menggunakan metode deskriptif kualitatif. Dalam menganalisis data, penelitian ini menggunakan teori Miles dan Huberman; reduksi data, display data, dan penarikan kesimpulan/verifikasi. data berupa dokumentasi, LKS dan wawancara. Sumber data penelitian ini diambil dari siswa kelas XI SMK Swasta Dara-Daro Balaekha BNKP. Data penelitian ini adalah kesalahan siswa dalam menggunakan past tense. Untuk menguji kredibilitas penelitian ini peneliti menggunakan triangulasi. Hasil penelitian ini terdapat 7 siswa yang tidak menguasai pola. Kemudian, siswa kesulitan membedakan penggunaan kata kerja dalam kalimat sebanyak 7, tidak memiliki kamus

sebanyak 2 dan alasan lain keterbatasan kosakata sebanyak 2. Siswa menyatakan bahwa guru mereka biasanya hanya memberikan buku-buku jarang menjelaskan tentang bagaimana untuk menggunakan bentuk lampau. Dari hasil penelitian, peneliti menyimpulkan bahwa siswa melakukan kesalahan karena tidak menguasai pola past tense. Saran bagi guru, siswa dan peneliti selanjutnya semoga hasil penelitian ini dapat bermanfaat bagi semua sumber dalam karya ilmiah khususnya

Kata Kunci : *Teks Narasi; kesalahan; bentuk kata kerja lampau*

A. Introduction

Commonly, learning English is focused on learning about the language itself. Language is a system of communication that enables human to interact and work together. Without language the humans can not to communicate each other. Human beings can send messages, express, feeling and thought through language. Language is expressed by many ways, it includes spoken, written or event movement of the body. Language is also the ability to produce and to comprehend both spoken and written (and in the case of sign language, signed words).

In English student must learn several skills there were speaking skills, listening skills, reading skills, and writing skills. In the several skills are exist some topics that must learn it, they were vocabulary, grammar to know how form or the way make sentences or phrases, pronunciation et cetera.

Grammar is system of a language. Because it usually taken as consisting of syntax and morphology (including inflection) and sometimes also phonology and semantic. Then grammar is also the rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word

grammar also denotes the study of these abstract features or a book presenting these rules. It can be conclude that, grammar is the important point that should be mastering to understanding how to make good sentences. To learn grammar must know some rules. But most students still not know of grammar in English. But for this research, the researcher focused on students' grammar in use past tense of Narrative text.

Students are expected to be able to communicate using English in spoken or written form. But because of the real fact most students still not good both of them in English. It can be seen from the limitation of their capability in using English in real communication. The limitation and low capability in English, however, indicates the goals of English teaching and learning in school have not successfully achieved yet. In this case, the students are not truly engaged in the teaching and learning process. They only depend on the teacher to direct all learning and to be the source of the information.

Learning the second language is different from learning first language. Therefore, the students often made errors in making narrative text in learning process. For the foreign language, the students can get new rules of language, vocabulary, grammatical patterns and pronunciation different from their language. The error is natural for the students in learning the second language.

Error is an unintended deviation from the immanent rules of a language variety made by a second language learner. Making errors is as normal act in learning a language. It is line with All-Mahrooqi et al (2015:294) states, "The fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners" errors, called error analysis." It means that, errors is very usual in writing paragraph or essay, so errors analysis is needed by teacher to correct the student's essay. An **error** is a form in learner language that is **inaccurate**, meaning it is different from the forms used by competent speakers of the target language.

In English, students made error in several fields such as speaking, writing, reading et cetera. But here the researcher only focus of students' errors used past tense in narrative text. Narrative text is found in stories and has a structural organization that includes beginning, amiddle, and an end of the story. Moreover, narrative is the text that tells the events that happened in the past time that consists of problem solving such as folktale, legend, and fable.

At SMK SwastaDaro-DaroBalaekhalearning English subject the one of topic is narrative text. The researcher found they still have a problem in use past tense in writing narrative text.To make it clear researcher applying below:

1. Then a few moments later we go around the city.

2. We are very happy on vocation
3. On the car we play music while singing.

From the example above, (1) researcher could explain that the problem above, first correctly use went not go, (2) the second error is correctly use were not are (3) and the last use adding ed played not play because in the narrative text tell about story that happened ago.

Based on some facts that has been mentioned,the writer would like to study more about dealing with the topic related to the problem. The writer is curious to know the students' errors in use past tense, especially in narrative text. This idea encourages the researcher to do this research, this study will be continued under the title; "**Error On The Use of Past Tense In Narrative Text Made By Eleventh Grade of SMK Swasta Bnkp Daro-Daro Balaekha**"

The objectives of the research were:

1. To describe the students' errors in use past tense in narrative text at the eleventh grade of SMK Swasta BNKP Daro-DaroBalaekha
2. To find out the factors that cause students' errors in use past tense in narrative text at the eleventh grade of SMK Swasta BNKP Daro-DaroBalaekha

B. Research Method

This research was designed to analyze students' errors in using past tense in narrative text at the eleventh grade of SMK Swasta BNKP Daro- Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social context of particular populations.

"Qualitative research is research that

involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon" (Auerach & Silverstein, 2003:11). The data of this study was students' errors in use past tense in writing narrative text, while the sources of the data in this study is the eleventh grade of SMK BNKP Daro-Daro. Hence, the researcher used to collect the data by several method, they were observation, interview and documentation. It was taken from the students of SMK BNKP Daro-Daro. The researcher the observed and students' note narrative text in the class eleventh grade of SMK BNKP Daro-Daro Then the researcher interview the students and translated it into English. The format of the interview was semi-guided interview. The note of interview was a useful guideline for the researcher to explore data systematically. The researcher used this method to explore data deeper, valid and truthfulness. Voice during interview will be recorded and after that will be transcribe. The use of this technique interview is for students in SMK BNKP Daro-Daro. After that, the researcher did the documentation that means is students' writing. In this case, the researcher collected the data from the students through the teacher. The researcher collect the data three times. Then, researcher collected their writing and find out their errors to use past tense in writing narrative text.

After collecting the data, the next step is analyzing the data. The technique of data analysis means the data which has been collected was

analyzed to know the students' errors in use past tense of narrative text.

In analyze the data, there were several steps related the technique of analysis the data by Miles et al. (2014:31-32), there are:

1. Data Condensation

In this step the researcher will organize and collect the data from the students of SMK BNKP Daro-Daro. In selecting the data, the researcher tried to find the students' errors in use past tense in writing narrative text. Then, the researcher made the data simpler or easier to do and understandable by classifying the students' errors in use past tense in writing narrative text of SMK BNKP Daro-Daro. The purpose of this stage is to help the researcher in organizing and classifying the data.

2. Data Display

In this step, the researcher will be displayed the data into a table.

3. Drawing and Verifying Conclusion

After analyzing all the worthy data condensation and data display, conclusion from the field notes are drawing and some suggestions are given.

C. Research Finding and Discussion

The students' errors in using past tense in narrative text were followed:

1.

he students' errors in using past tense in narrative text

The following result of students' interview in writing recount text at the eleventh grade of SMK Swasta BNKP Daro-Daro Balaekha. Here, lots of students made sentence structure errors in writing.

Types of errors made by Students

Eleventh Grade of SMK Swasta

BNKP Daro-Daro Balaekha

<i>Error</i>	<i>Oms</i>	<i>Ad</i>	<i>M</i>	<i>Mg</i>	<i>Explanation</i>			
		<i>n</i>	<i>n</i>					
R.1 Tell Shopping Pay Give Cleaned		√			R.1 In this explanation the writer should be use told, shopped, paid, gave, want, clean to make it real meaning of text. The types of errors conduct in this text is addition	R.4 go Are	√	this text is omission R.4 In this explanation should be use Went, were. The types of errors conduct in this text is omission
z	√	√			R.2 In this explanation the writer should be use gave, celebrated, realized, are. The types of errors conduct in this text is addition	R.5 Celebrate Make Are Gather Go Will	√	R.5 In this explanation should be use Celebrated, Made, Were, Gathered, Went, Was. The types of errors conduct in this text is omission
R.3 Go Rain Stop Are	√	√			R.3 In this explanation should be use Went, Reined, Stopped, Were. The types of errors conduct in	R.6 Celebrate Is	√	R.6 In this explanation it should be use Celebrated, Was The types of errors conduct in this text is omission
						R.7 Get Are	√	R.7 In this explanation should be use Got, Were. The types of errors conduct in this text is omission
						R.8	√	R.8 in this

<i>Graduation</i>		explanatio	<i>Have</i>	explanatio
<i>Go</i>		n it should	<i>Have</i>	n should
<i>Stop</i>		be use		be use
<i>Are</i>		Graduated,		Was, Was
<i>Enjoy</i>		Went,		Was. The
		Stopped,		types of
		Were,		errors
		Enjoyed.		conduct in
		The types		this text is
		of errors		omission
		conduct in		
		this text is		
		omission		
<i>R.10 Go</i>	√	R.10 in this	<i>R.14 have</i>	√
<i>Have</i>		explanatio	<i>Have</i>	
<i>Are</i>		n it should		R.14 In this
<i>Is</i>		be use		explanatio
		Went, Was,		n it should
		Were Was.		be use was,
		The types		was. The
		of errors		types of
		conduct in		errors
		this text is		conduct in
		omission		this text is
				omission
<i>R.11 Use</i>	√	R.11 In this	<i>R.15 Go</i>	√
<i>Confused</i>		explanatio	<i>Have</i>	
<i>Are</i>		n it should	<i>Are</i>	
		be use	<i>Is</i>	
		Used ,		R.15 In this
		Confusing		explanatio
		Were. The		n it should
		types of		be use
		errors		Went, Was,
		conduct in		Were Was.
		this text is		The types
		omission		of errors
				conduct in
				this text is
				omission
<i>R.12 Invite</i>	√	R.12 In this	<i>R.16 Have</i>	√
<i>Have</i>		explanatio	<i>Prepare</i>	
<i>Have</i>		n it should		R.16 In this
		be use		explanatio
		Invited,		n it should
		Was, Was.		be use
		The types		Was,
		of errors		prepared
		conduct in		The types
		this text is		of errors
		omission		conduct in
				this text is
				omission
<i>R. 13 Have</i>	√	R.13 In this	<i>R.17</i>	√
			<i>Are</i>	
			<i>Can not</i>	
			<i>Can</i>	
			<i>Participati</i>	
			<i>ng</i>	
			<i>are</i>	
				R.17 in this
				section it
				should be
				use were,
				could
				not,could,p
				articpated,

		and were,and the types of error conduct in this text is omission.
R.18 Go Is Try Arrive	√	R.18. based on the words above it should be use went,was,t ried,and arrived,so the types of the errors above are omission.

Source: Researcher 2022

Note: Oms : Omission
Adn : Addition
Mn : Misinformation
Mg : Misordering

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or a word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both first

language and second language learners: double marking, regularization, and simple addition

3. Misinformation

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misinformation errors the system supplies something, although it is incorrect. For example in a past tense marker was supplied by the learner; it was just not the right one. "The dog eated the chicken" As in the case of additions, misinformation are usually not random

4. Misordering

Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the sentence "He is all the time late" the clause "all the time" is misordered. The sentence should be "He is late all the time".

It can be conclude that, the dominant errors that conduct by students are Omission because in write the narrative text is usually use past tense. Then, the purpose of this research is to find the errors that conducted by student the eleventh grade of SMK Swasta BNKP Daro-Daro Balaekha.

2. The factors that cause students' errors in use past tense in narrative text

Writing is the activity or skill of marking coherent words on paper and composing text. In write the paper, some of students has the difficult to make good writing. Such as at the eleventh grade of

SMK Swasta BNKP Daro-Daro Balaekha a lot of students make errors in using past tense in narrative text. Because of that researcher was conduct research to find out the factors errors that made by students. From the result of the interview from students, researcher was found some the reasons such as students are not mastering the pattern, are 7 then, students difficult to differentiate between V1 and V2 are 3, cannot use v2 in the sentence are 4, Do not have any dictionary, are 2 and other reasons limited of vocabulary are 2. Some of students said that, their teacher usually only to give the books rare explain about how to use past tense.

From the result of interview from students, a lot of students do errors because much reasons. Not master pattern, cannot to different between V1 and V2, cannot to use V2 in the sentence, not have dictionary, limited vocabulary.lack of knowledge of how to use english senteces,not practicing english skills, such as having conversations in english, and the teacher is also less concerned about the development of student's development in english.It can be conclude that, the factors that cause students' errors in use past tense in narrative text at the eleventh grade of SMK Swasta BNKP Daro-Daro Balaekha is teacher strategy to teach student in English subject. Teacher method is main rule which should be mastering by teacher in the class.

Discussion

Considering about the result, this section presented the discussion of the research findings. This research is

aimed to analyze the students' errors in using past tense in narrative text at the eleventh grade of SMK Swasta BNKP Daro-Daro Balaekha and factors that cause students' errors in use past tense in narrative text at the eleventh grade of SMK Swasta BNKP Daro-Daro Balaekha.

According to Brown (1987) in All-Mahrooqi et al (2015:294), the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.

In this research, it was found 9 students made errors in used paste tense in writing narrative text such as using went, were, adding -ed and other errors. Hence, students are usually make errors because of students not have much vocabulary, dictionary and cannot to different between V1 and V2, and how to use past tense in the sentence.

Based on explanation above, it can be explained that the previous research finding that had been Ayu Kedaton Suardhiani (2018)almost similar the current researcher's finding. Their finding was mostly dominated students' difficulties in narrative text so they did errors in using past tense. However, it was similar with the current researcher's finding in students' errors in narrative text

Moreover, the same research that had been done by Wahyuni Amaliyyah Setti (2018). It was found a total errors of the

findings of this research indicated that there were 371 total errors that students made which were classified into four categories based on the surface strategy taxonomy. Those were error of omission with 88 errors, error of addition with 46 errors, misformation with 234 errors and misordering with 3 errors. It can be assumed that the result finding was similar with the current research.

D. Conclusion and Suggestion

The result of data analysis and research finding stated above, the result can be summarized as follows, In this research, it was found 8 students made errors in used paste tense in writing narrative text such as using went, were, adding -ed and other errors. Hence, students are usually make errors because of students not have much vocabulary, dictionary and cannot to different between V1 and V2, and how to use past tense in the sentence.

The factors conduct in two kinds that are internal factor and external factor. The internal factors were the students' boredom, laziness and limited time to read any English text in the class, lack of motivation and vocabularies mastery in reading narrative text, interest in reading narrative text, difficulties in finding the information and difficulties in understanding the text. While the external factors were; the way teaching techniques, the limitation of the personal dictionary, the difficulty level of narrative text, and the learning environment.

After carrying out the research, the researcher would like to give suggestion related to this result of research.

Hopefully, it can be applied easily in learning more about grammar especially the use of past tense in narrative text.

1. It is expected that listeners, especially for students, in order to understand the factors errors in use past tense
2. It is expected to teacher especially English teacher grammar into sure for all method to teach student about tenses.
3. Expected to the next researchers, to develop the result of this research so it will get better.

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