

AN ERROR ANALYSIS OF USING VERB FORM IN WRITING NARRATIVE TEXT AT EIGHTH GRADE OF SMP N 2 POLLUNG

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Abstract

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This research research is aimed to find out the types of error on the using verb form of simple past tense in narrative text and dominant error made by eighth grade of SMP N 2 Pollung. The method of this research was descriptive qualitative research. The data were taken from students writing test on narrative text. The writing test was used to measure each student's level of learning in writing and to find out the types of students' errors. The participants were 15 students in the eighth grade of SMP N 2 Pollung. The findings of this research indicated that there were 95 total errors that students made which were classified into four categories based on the surface strategy taxonomy. Those were error of omission with 29 errors, error of addition with 13 errors, misformation with 49 errors and misordering with 4 errors. The students made the dominant error in misformation category. It can be seen from the percentage result where misformation were 52%, then followed by error of omission with 13%, error of addition with 14% and misordering with 4%.

Keywords: analysis, error, narrative, verb, writing.

1. INTRODUCTION

English as an international language is used to interact between people from many different countries. According to Brumfit in Arumawati (2018) language is often used in various countries as a way to interact or communicate with other people is English. There are several aspects of human life such as education, technology, and so on using English is the simplest way to communicate with other people from other nations. English is another language that is taught in schools, for example in Indonesia. English is taught at school from elementary school until university students. The purpose of learning English in every school is so that every student can understand English language skills, namely: reading, speaking, listening, and writing.

Writing is one of the most difficult ability to master and learn among the four skills in English because writing needs good skills (Sinaga, Herman and Hutauruk, 2020). Students must be able to generate ideas and put them into good writing when learning to write. According to Troia (2014: 30) Writing is the process of finding ideas, finding ways to convey those ideas, and arrange those ideas into a paragraph or text that is easy to read and easily understood by the reader (Herman et. al., 2020). Author must have a good ability to convey his writings in the grammatical and structural rules of the language. Writing can be divided into several types, such as description, exposition, argumentation, and narrative. Each type of writing has different forms, tenses, and purposes.

From various types of writing, the researcher focuses on narrative text. According to Anderson in Susilawati (2017) Narrative text is an essay that simultaneously provides information to readers and listeners. Narrative text presents a sequence of events in chronological order. Events can really happen or just illusion. The sentences in a narrative text are usually written to amuse the reader. The aim of narrative text, apart from entertaining, is to give the reader experience, increase knowledge, information, and insight to the reader. Students must pay attention to the simple past tense of the verb while creating narrative text because it is written in the past tense of the verb. A very important component in writing narrative text in this context is the simple past tense.

In writing, we must know the rules of grammar to make correct sentences. Unfortunately, many students in Indonesia still difficult to mastered the rules of English grammar even though they have learned English from elementary school. Based on observation of researcher at eighth grade student of

SMP Negeri 2 Pollung, most students have difficulty writing text in English specially when using simple past tense.

For example: Once upon a time, there was a giant *life* in the jungle.

The correct sentence should be: Once upon a time, there was a giant *lived* in the jungle (verb in the sentence should be in the past form namely *lived*).

Errors and mistakes are normal in learning. Teacher needs pay much attention to student errors and analyze them in order to avoid students from repeating the same errors also an analysis can be used as a guide so that the teacher will know which parts have the most error so that teacher can spend more time in teaching that part.

2. Research Methodology

A. Research Design

In this study, the research design used is descriptive qualitative. Thus, the researcher will find the types of errors using verb form of simple past tense that students make in writing narrative texts. Creswell (2018) defines qualitative research as research that is used to examine human and social problems. Where the researcher will report the results of the study based on the view of the data and analysis of the data found in the report, then described in the research report in detail. The goal of this research is to describe “types of errors” that students made at eighth grade of SMP N 2 Pollung.

B. Population and Sample

Creswell (2018) states that the population is all objects that will be used as a source of research data. The population is all eighth grade students in SMP N 2 Pollung, it consists of four classes. According to Creswell (2018) sample is a subgroup of the target population that researchers study to generalize about the target population. So the sample in general can be said as a part or representative of the population to be studied. Sample that researcher used in the study is students of class VIII-1 SMP N 2 Pollung. Total of student are 15 students.

C. Instrument of Collecting Data

An instrument is a tool that is use for collecting the data. To collect the data, the researcher will be conduct writing test as the instrument to collect the data. Writing task is use to find out the types of errors in students “writing narrative text”. The researcher will ask the students to writing a narrative text.

D. The Procedure of Collecting the Data

Conducting research needs a process or some steps, the researcher do some procedures to respond the issues will be raise by the research to be conduct.

1. Setting up the instrument
The researcher provides the instrument or tools used in the form of essays. The essay test is use by the researcher in collecting data so that the activity runs systematically.
2. Preparing tests for students
The researcher prepares a test for students that will be uses in obtaining data.
3. Giving students test
The researcher gives students a written test to get the results of their abilities.
4. Collecting students' answers
The researcher collects the results of student tests that have been to administer so that the researcher know the results of assessments that will be given.

E. The Technique of Analyzing Data

After collecting the data, the researcher analyzes it to achieve the intend objective. The researcher analyzes the data of the study with the following steps:

1. Reading students' writing



In the written test that has been given, the researcher will read the results of the writing that has been done with the narrative text material.

2. Identifying errors
The researcher identifies the results of writing errors made by students, such as messy tenses, inappropriate grammar, and incorrect linguistic aspects. Things that are not related are done by underlining words and sentences that are categorizing as errors made by students.
3. Categorizing or classify error types
Several types of errors made by students will be categorizes into the types of errors by using theory of Dulay namely, surface strategy taxonomy.
4. Summing up the results
The researcher provides conclusions from the results of writing that has been done by students with several types of errors. Then the researcher is concluded dominant errors made by students.

3. Results and Discussion

A. Results

The objectives of the research were aimed to know the types of error and also the most dominant error on the using verb form of simple past tense in writing narrative text made by eighth grade students of SMP N 2 Pollung by using Surface Strategy Taxonomy theory.

1) Types of Error on the Using Verb Form of Simple Past Tense

After the data was collected, the researcher analyzed and identified the data. Then, the researcher classified the errors into the types of errors. The students' writing was identified and classified based on types of errors according to Dulay et al (2013) namely addition, Omission, misformation and misordering.

To get the result of the analysis, the researcher uses the percentage technique as below:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of error occur

N = Total frequent

The result of the students' narrative text can be seen in the following table.

Table 1. Types of Error in Narrative Text Made by the Students

No	Types of error	Number of Error	Percentage
1.	Omission	29	30 %
2.	Addition	13	14 %
3.	Misformation	49	52 %
4.	Misordering	4	4 %
Total of Error		95	100 %

Table 1 shows total errors made by eighth grade of SMP N 2 Pollung in their narrative text focused on using verb form of simple past tense. After analyzing the student's error in writing narrative text, the resesarcher found four types errors namely omission 29(30%), addition 13(14%), misformation 49(52%) and misordering 4(4%).

2) The Most Dominant Type of Error Used by the Student

Based on the research data above, the researcher concluded that misformation was the most dominant error on the using verb form of simple past tense in writing narrative text made by eighth grade students of SMP N 2 Pollung.

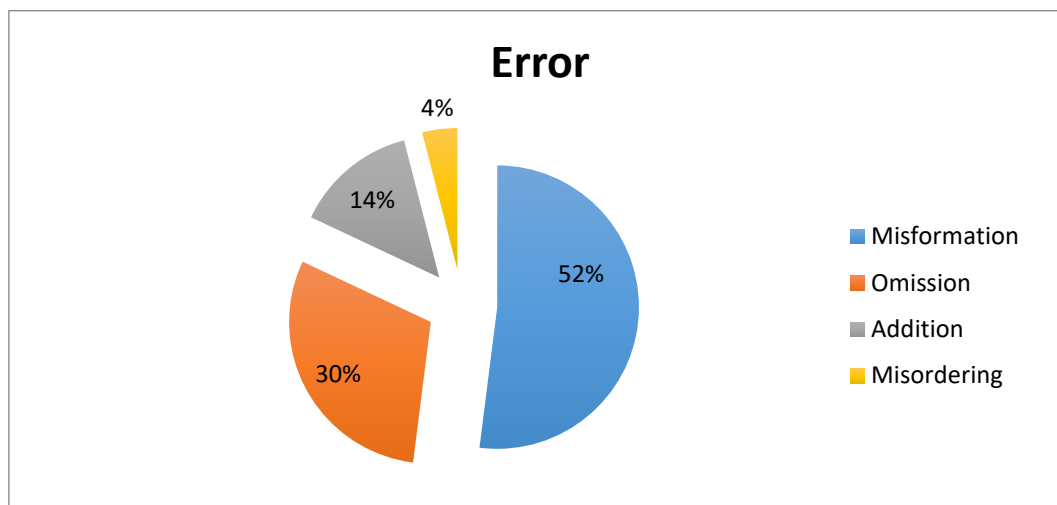


Figure 1. Percentage of Students' Error

B. Discussion

In this part, the result of this research deals with the answer of the problem statements about the kinds of error and the dominant error made by eighth grade students of SMP N 2 Pollung. After identifying errors, there were four types of errors, which students have made in writing narrative text, namely error of omission, addition, misformation and misordering.

In the findings the researcher calculated the percentage from each kind of errors which found in students' narrative text in using verb form of simple past tense. Based on the percentage of types of error above, the most dominant error on the using verb form of simple past tense in writing narrative text made by students was the error of misformation 49 data or (52%). Moreover, the result of findings and discussion showed that mostly students have difficulties in using simple past tense especially the past form of verb and to be. Students should use verb 2 in using narrative text but they didn't.

Based on the explanation above, students must learn about narrative text in class. The teacher also must give more attention to train the students in writing narrative text. For example, the teacher should prepare before entering the class. Then the teacher should also look at the students interesting to learn about writing narrative text, so that learning process run well.

This study gave many contributions for many people. It was not only for students, teachers, but also for the other researchers that wanted to do research that related to this study. For students it could be increased their knowledge about writing especially narrative text. For the teacher, it can help them to teach the students about narrative text. For the other researcher, it can be used as a basic information or reference to do their research. So, the researchers concluded that, this finding meant the students still got errors in writing narrative text. Their errors were in addition, omission, misordering and misformatin. So the students still need more teaching about it, and the teacher should give more attention to the students. So that, it would give good contribution to each other

4. CONCLUSIONS

Based on the findings and discussions in the previous chapter, the researcher can draw some conclusions as follow The types of error on the using verb form of simple past tense in narrative text made by eighth grade students of SMP Negeri 2 Pollung are error of omission with 29 errors or 30%, error of addition with 13 errors or 14%, error of misformation with 49 errors or 52% and error of misordering with 4 errors or 4%. Students made such error because they didn't know well the manner in using simple past tense. Based on the figure in findings, the most dominant error that made by eighth grade students of SMP Negeri 2 Pollung is error of misformation with 49 or 52% of total errors. This error became the most difficult for students because they didn't understand the movement of verb and to be from infinitive into past tense.

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