

AN ERROR ANALYSIS OF STUDENTS' ABILITY IN MAKING AFFIRMATIVE, NEGATIVE AND INTEROGATIVE SENTENCE OF SIMPLE PAST TENSE AT SMP SINAR HUSNI MEDAN

Holler Sinamo

Staff of Human Resources Development Unit

ABSTRACT

The Objective of the study was to find out the types of errors that dominantly students make in simple past tense. To find out cause of the errors that made by the students in using simple past tense and to find out the reason of dominant errors occur that made by the students in using simple past tense. To collect the data, the writer used English test and interview. The writer gave the test to know error frequency in using simple past tense in making affirmative, negative, and interrogative sentence. The writer also interviews some students in order to know the reason why they have difficulties in simple past tense. The writer also interviewed the English teacher to know what the difficulties faced by students in the simple past tense commonly. The students do dominant errors occur made by students in making affirmative, negative, and interrogative sentence caused of not knowing rules and the structure of the language and inability to apply what they have learned, students' didn't understand how to use simple past tense. They did not know the verb 2 form, they have troubles in using "irregular verbs" in the sentence. They still have lack of knowledge about the irregular past simple verb form, because the irregular verbs should be memorized, they still for getting adverbial time in the sentence. And context of learning interference of first language / mother tongue.

KEYWORDS: *Affirmative, Negative, Interogative, Simple Past, SMP*

INTRODUCTION

It is not that easy and not that difficult to learn English. The basic thing we have to learn is grammar. Having a good grammar can make our written or spoken language easy to deliver the ideas, messages and feelings either to the listeners or readers. Grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language. Based on Digital Library of PETRA University, the grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning. We will get some difficulties when we do not master English well. It causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

In English learning process, learners will get some difficulties in the rules of language structures. They have to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feelings or messages, so they need considerable amount of time to be able to master the target language well. Most people are likely to think that making errors or mistakes is a failure and discouragement. Actually, making errors establishes a precious opportunity to get improvement. Issues solutions because it demonstrates the problem of learners' difficulty in learning a target language. "Sbagliandos' impara (We learn through our errors." (Norrish, 1983, p.1). Ellis and Barkhuizen (2005) stated that "[Error analysis] (EA) consists of a set of procedures for identifying, describing and explaining learner errors" (p. 51-52). Error considered as a failure of teaching process and on the other hand, they are seen as a natural result that can hardly be avoided. Therefore, errors can be a very helpful means in learning a foreign language as Ellis and Barkhuizen (2005, p.51) in "Analyzing Learner Language" (1967) explained:

Learners' errors are significant in three ways, 1. They serve a pedagogic purpose by showing teachers what learners have learned and why they have not mastered; 2. They serve a research purpose by providing evidence about how language are learned; and 3. They serve a learning purpose by acting as devices by which learners can discover the rules of the target language.

The Simple Past indicates that an activity or situation began and ended at a particular time in the past (Azar, Betty Schramper, 2002:27). As we know in Indonesian we have not such the Tenses to distinguish about the situation whether it happens now, tomorrow, or yesterday, the word will stay the same we just need to add the adverb of time to make sure when that exactly happened. Because of that mostly of students will make error in changing the word in using simple past tense that was caused by they don't mastery well about what kind of verb which they should use in making sentences in Simple Past Tense. Therefore, the writer feel interested to make this research which entitle "An Error Analysis Of Students' Ability In Making Affirmative, Negative And Interrogative Sentence Of Simple Past Tense."

The Problem of the Study is What kind of errors are dominantly do the students make in using simple past tense?, What are the causes of the errors made by the students in using simple Past tense in making sentence?, Why do dominant errors occur made by students in using simple past tense ? The Objective of the Study is To find out the types of errors that dominantly students make in simple past tense, To find out cause of the errors that made by the students in using simple past tense and To find out the reason of dominant errors occur that made by the students in using simple past tense.

This research only focused on the errors which students make in Simple Past Tense in making sentence and changing the verb formation in it. The participants of this research are 8 (eight) standards students of SMP SINAR HUSNI MEDAN.

THEORY

The mistakes or errors that students make in the process of learning a second or foreign language have always been a cause of much concern to the teachers, some researchers distinguish between error caused by factors such as fatigue and intention.

Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected.

Mistakes are the result of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Mourtaga (2004) points out that errors and mistakes are different from each other because error cannot be self-corrected and is caused by a learner's inadequate knowledge of the language whereas a mistake can be self-corrected. Gas and Selinker (2001) explains that a mistake can be self-centered, but an error is systematic. According to Tarigan, he distinguishes the meaning of mistakes and a learner's error is one of some difficulties that involve a range of sophisticated study. Mistakes are deviations due to performance factors such as memory limitations. For example, mistakes in the sequence of tenses and agreement in long sentences, spelling pronunciations, fatigue, and emotional strain.

TYPES OF ERRORS

The error of learners can be classified as the errors of competence and the errors of performance. The errors of competence are systematic continuously. Otherwise, errors of performance are unsystematic, and the students can correct by themselves. To describe the type of error, Dulay et al (1982) said that there are four types of error.

1. Error based on linguistics category taxonomy

Many errors of taxonomy have been classified based on the linguistics item, while is affected by an error. These linguistics category taxonomies classify errors according to either of both the language component and the particular linguistics constituent the errors effect.

Language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise of each language components.

For example, within syntax one may ask whether the error is in the main or subordinate clause: within a clause, which constituent are affected, e.g, the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjective and so forth.

2. Error based on surface strategy taxonomy

Surface strategy of taxonomy of highlight the ways surface a surface a structure are altered. Students may omit necessary items (omission) or add unnecessary ones (addition) they may misinformation item (selection) or misorder them (misordering).

a. Omission Error

Omission errors are characters by the absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For example: Dewi headmaster new school.

b. Addition Error

Addition errors are opposite of omission, they are characterized by the presence of an item, which must not appear in a well-formed utterance.

There are types of addition of errors:

1. Double markings: He didn't went back
2. Regularization: Ated for ate, child for children.
3. Simple addition: The fishes doesn't live the water.

c. Misinformation errors

Misinformation errors are characterized by the use of the errors form of the morphemes of structure. While in omission in are supplied at all, in misinformation errors the students supply something – although it is incurred. The types of errors are:

1. Regularization of error: The dog eated the chicken
2. Archi form: I see yesterday. Her dance with my brother
3. Alternating form: I seen her yesterday.

d. Misordering errors .

Misordering error is wrong placement of morpheme or a group of a morpheme in an utterance.

For example: I don't know what this is.

3. Error based on comparative taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain other constructions.

a. Development of error

These errors are similar to errors made by students learning the target of language as their first language. For example: Nazriya go to school.

b. Interlingua Errors.

Interlingua errors are similar in structure to a semantically equivalent of phrase or sentence in students' native.

for example: He has a book yellow.

c. Ambiguous Errors

These errors reflect the learners' native using their native language is called ambiguous error. For example: Dani no go to school.

d. Other errors

Other errors are the errors made by the learners native using their native language. Structure on their second language developmental form, such as, He do hungry", where "do" as verb for present tense must add "s/es" for subject "she".

4. Error based on communicative effect taxonomy

a. Global error

Global errors hinders communication, it prevents the learners from comprehending some aspects of message.

For example: They amused the film.

b. Local error

Local error itself doesn't interfere with understanding an utterance, usually because there is only a minor violation of one segment of a sentence. "I hungry" will be local error since the meaning of apparent.

RELEVANT STUDIES

The first previous writer is Evi Nurmahyuni (2013) in her thesis "An Error Analysis of Students Ability in Making Sentence Using Simple Past Tense" by the seventh standard students of SMP Pangeran Antasari Medan with the academic year 2012/2013. She founds that many students in that school couldn't understand about Simple Past Tense itself because of the difficulties in changing the verb.

The second previous writer is Nurmayasitorus (2014) in her Thesis "Students' Error Analysis Of Using Simple Past Tense In Narrative Text At The Eleventh Grade Of Sma Gajah Mada Medan" with the academic year 2013/2014. She founds that students couldn't know how to change and use the verb in simple past tense.

METHOD

This part explains about the purpose of research, place and time of the research, method of research, instrument of research, respondent and technique of data analysis. This writing will be used a descriptive qualitative. It would describe the linguistics phenomenon happened by using words rather than numbers. Sugiono (2013:205) stated "the qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and behavior". This research will be conducted at SMP Sinar Husni Medan, which located on jalan veteran gang utamapasar v, Helvetia. The writer chooses this school because there is no other writer who has made the same research with the same variable like the writer do. The time for this research will be conducted after the seminar proposal. The subjects of this research are the eight grade students of SMP Sinar Husni Medan, which in the class consist of 32 students.

To collect the data, the writer will use English test and interview. The writer gives the test to know error frequency in using simple past tense in making affirmative, negative, and interrogative sentence. The writer also interviews some students in order to know the reason why they have difficulties in simple past tense. The writer also interviews the English teacher to know what the difficulties faced by students in the simple past tense commonly.

RESEARCH FINDING

The writer used two instruments of this research, such as test and interview. The test was used to measure the students' error in making affirmative, negative, and interrogative sentence of simple

past tense. The writer gave them the test on SMP SINAR HUSNI MEDAN, the students had to finish the test which consisted of 15 items in essay type.

Table 1: Students Test

NO	Students Initial	SCORE
1.	AA	48
2.	AN	70
3.	AP	74
4.	CR	68
5.	DTL	86
6.	FA	68
7.	FR	78
8.	FNP	76
9.	HAS	72
10.	LSS	68
11.	MA	80
12.	MAD	72
13.	MW	72
14.	MFN	54
15.	MRH	72
16.	MYA	98
17.	NRB	60
18.	NTS	54
19.	NS	60
20.	NSA	72
21.	RA	62
22.	RAM	70
23.	RNA	68
24.	RDA	80
25.	SAT	90
26.	SRL	64
27.	SN	72
28.	TC	68
29.	YA	70
30.	ZA	66

Data Analysis

The writer had identified the students' error and has calculated the number of each error. The researcher made the result of calculation on table. The data were collected from the students in making affirmative, negative, and interrogative sentence of simple past tense were analyzed on the procedures which already mentioned on chapter III, which are checking the students answer, identifying, classifying, analyzing, and calculating the errors percentage and also finding the causes of errors.

Table 2: Classification of Students' Errors

NO	Students Initial	Types of Errors				Errors
		Omission	Addition	Misinformation	Misordering	
1.	AA	-	-	3	-	3
2.	AN	-	1	2	-	3
3.	AP	1	-	-	-	1
4.	CR	1	-	2	-	3
5.	DTL	-	-	6	1	7
6.	FA	-	-	5	-	5
7.	FR	1	-	-	1	2
8.	FNP	2	-	-	-	2
9.	HAS	-	-	6	-	6
10.	LSS	-	-	4	-	4
11.	MA	1	-	-	-	1
12.	MAD	1	1	1	-	3
13.	MW	-	-	4	-	4
14.	MFN	-	-	4	-	4
15.	MRH	1	-	5	-	6
16.	MYA	2	-	7	-	9
17.	NRB	-	-	7	-	7
18.	NTS	3	2	1	-	6
19.	NS	3	-	2	-	5
20.	NSA	-	-	4	-	4
21.	RA	1	-	5	-	6
22.	RAM	1	-	5	-	6
23.	RNA	2	-	2	-	4
24.	RDA	1	3	-	-	4
25.	SAT	-	-	4	-	4
26.	SRL	3	-	4	-	7
27.	SN	-	-	3	-	3
28.	TC	-	4	1	-	5
29.	YA	1	-	3	-	4
30.	ZA	-	-	2	-	2
Total		25	11	92	2	130
PERCENTAGE OF ERROR		19,23%	8,46%	70,76%	1,53%	100%

The Types o Students' Errors

After identifying the errors in making sentence, the way of classifying the data was made into four types of errors, namely errors of omission, addition, misinformation and the last is misordering. The formula which is stated in the chapter III was used to count the percentage of each types of errors. After analyzing the data, the writer can see that the major error which students made in making affirmative, negative, and interrogative sentence is in misinformation, the second is omission, the third is addition and the last is misordering.

Table 3: Students Error in Making Affirmative, Negative, and Interrogative

Error Classification				
Students Initial	Affirmative	Negative	Interrogative	Total
AA	6	4	4	14
AN	2	4	1	7
AP	5	2	3	10
CR	2	2	2	6
DTL	3	1	4	7
FA	5	2	1	8
FR	2	2	3	7
FNP	3	3	2	8
HAS	4	3	3	10
LSS	3	4	4	11
MA	3	-	2	5
MAD	4	3	3	10
MW	4	3	3	10
MFN	4	4	4	12
MRH	3	3	4	10
MYA	2	-	-	1
NRB	4	4	3	11
NTS	4	4	4	12
NS	4	4	3	11
NSA	3	3	4	10
RA	4	1	4	9
RAM	2	4	1	7
RNA	3	4	4	11
RDA	2	3	-	5
SAT	2	1	-	3
SRL	6	3	4	13
SN	3	3	4	10
TC	4	3	4	11
YA	2	4	1	7
ZA	4	4	3	11
TOTAL	100	85	68	249
TOTAL PERCENTAGE	40,16%	34,13%	25,69%	100%

Research Finding

The result of analysis shows that the total of the students' errors in making affirmative, negative, and interrogative sentence 92 (70,76%) cases of misformation errors as the dominant error that students made, 25 (19,23%) cases of omission errors, 11(8,46%) cases of addition errors, and 2

(1,53%) cases of misordering errors. The dominant error that students made is misformation errors.

The causes of past tense error find in making affirmative, negative, and interrogative sentence. From the test, the writer found that the highest error was caused by intra lingual, by Inter lingual, by communication strategies, and context of learning interference of first language/mother tongue. Intra lingual transfer caused by: over- generalization and the ignorance is caused of not knowing rules and the structure of the language and the inability to apply what they have learned.

The students do dominant errors occur made by students in using simple past tense in making sentence caused of not knowing rules and structure of that language and inability to apply what they have learned, students' didn't understand how to use simple past tense. They did not know the verb 2 form, they have troubles in using "irregular verbs" in the sentence, they still have lack of knowledge about the irregular past simple verb form, because the irregular verbs should be memorized, they still forget using adverbial time in the sentence, and context of learning interference of first language / mother tongue.

Interpretation of Data

After classifying the student's errors, of making affirmative, negative, and interrogative sentence in simple past tense the following table describes the high frequency of errors.

Table 4: The sequence of errors in writing focused on simple past based on its high frequency of error

No	From of Simple Past Tense	Percentage
1	Regular Verb	39,85 %
2	Irregular Verb	60,14%

The table above showed that the highest frequency of errors was made by eight standard students of SMP SinarHusni Medan isin using irregular verb 60,14% and the lower is regular verb 39,85%.

CONCLUSION

Based on the result of this research, the conclusion are drawn as follows:

The kinds of past tense error find in making affirmative, negative, and interrogative sentence by the eight grade students of SMP SinarHusni were errors of :

Ommision, addition, misformation , and misordering errors. Misformation error is the dominant types of error with 92 (70,76%) case of errors, while in omission 25 (19,23%), addition 11 (8,46%), and misordering 2 (1,53%) cases of errors.

The causes of making affirmative, negative, and interrogative sentence in simple past tense on eight grade of SMP SinarHusni Medan. From the test, that writer found that the highest error was caused by intralingual, by Interlingual, by communication strategies, and context of learning Interference of first language/mother tongue. Intralingual transfer caused by: overgeneralization and the ignorance is caused of not knowing rules and the structure of the language and the inability to apply what they have learned.

The students do dominant errors occur made by students in making affirmative, negative, and interrogative sentence caused of not knowing rules and the structure of the language and inability to apply what they have learned, students' didn't understand how to use simple past tense. They did not know the verb 2 form, they have troubles in using "irregular verbs" in the sentence. They still have lack of knowledge about the irregular past simple verb form, because the irregular verbs should be memorized, they still forgetting adverbial time in the sentence. And context of learning interference of first language / mother tongue.

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