

**ERROR ANALYSIS IN USING SIMPLE PAST IN NARRATIVE PARAGRAPH
AT STIKOM BALI**

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ABSTRACT

This study aims to find out the error of the students in writing a narrative essay and to find out the factor that causing the errors. The students under concern were the second-semester students of academic year 2016 taking the English 2 subject at STIKOM Bali Dual-Degree Program. This study used the theory of Writing particularly Narrative Writing, and theory of Error Analysis. The theory of Writing was used to measure the students' ability in making a narrative writing. The theory of Error Analysis was used to find out the students' types of error, and also to find out their source of error. The result of this study showed that the highest error was the error of misformation with the percentage 70.45% and made by 13 students. The lowest error was the error of addition with the percentage 11.36% and made by 4 students. The error of omission was 18.18% and made by 7 students. From those result, it can be concluded that the source of the students' error in narrative writing was caused by the intralingual interference since they were very confuse in using the type of sentence in their target language particularly in using simple past. It is hoped that this study can help teacher in preparing the materials to be easier understood by the students and help them improving their ability in narrative writing.

Keywords: narrative writing, error analysis.

I. INTRODUCTION

Writing is an active productive skill and very close to the language used. Each language has its own rule particularly in writing. English is one of the languages which used internationally. This language became very important to be understood to be able to go internationally, therefore, this language is taught in many countries as the second language or foreign language. It is started from the six years old elementary students until the university students. This language became the subject that has to be taken in the university as the prerequisite to get the bachelor degree. Therefore, this language is not a new thing for them since they have learned it for almost 9 years before studying it again in the university. Moreover, writing in English is difficult for non-native speakers. The fact is many of them made some errors writing English particularly in narrative writing. This needs to be improved since this language is very much needed in the work field.

Based on the above phenomenon, this study was focused on the analysis of errors in using simple past particularly in narrative writing. Narrative writing is actually telling a story. The writing must be detailed in actions. Emphasizing the events of the story is very important and usually it is written in past tenses. The students' score in narrative writing was low. Therefore, in this study, the assignments of the students was analyzed to find their error in narrative writing with simple past, and to find out the source of their error. This is very important for the lecturer to know the students' problem in learning the English language as their second language and to find the proper method to be used in teaching this material.

II. MATERIALS AND METHOD

The theoretical frameworks are used to analyze the type and to find the source of the errors mentioned below. Besides that, the research method of this study is also described.

2.1 Writing

Writing is the highest and the most difficult skill among the other tree skills such as speaking, reading, and listening. According to Heaton (1991) states that writing skill is complex and difficult to teach. Therefore, the lecturers have to ask the students to do more exercises in order to improve their ability in writing. Raimes in Yusdi (1983) states that writing helps students to learn for some reasons:

writing reinforces grammatical structures, idioms, and vocabularies; when the students write, they also have chance to be adventurous with the language, to go beyond what they have just learned to say; when the students write, they necessarily become very involved with the new language.

Angelo in Khairiyani (2010) states that writing is a form of thinking, but it is thinking for a particular audience, and for a particular occasion. He says that writing can help someone to think critically. It enables him or her to perceive relationships, to deepen perception, and to solve problems. He also adds that writing can help one to discover what someone really thinks and feels about people, ideas, issues, and events only in the actual process of writing. Therefore, through writing, the students could express what they are thinking and their opinion using the proper and correct grammar.

One purpose of writing is to give an argument and it is called an argumentative writing. According to Bill (1997), "An argumentative essay is built around a specific statement (or main premise) that is debatable within the field in which you are studying. In other words, at the centre of an argumentative essay is a statement with which your readers may disagree. Your essay will need to support that statement in a manner that convinces your readers of its truth".

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. For the academic writing, it requires conscious effort and much practice in composing, developing, and analyzing ideas. The writing of the students in a second language is also faced with social and cognitive challenges related to second language acquisition. Bryan (1979) added that it is neither easy nor spontaneous; it requires conscious mental effort. Writing is not only just transforming our thought or idea in written form but also it relays to the process of rereading and revising our writing, monitoring any single words or features that we have written and the process of rereading our writing. Keene (1992:2-3) write why we should bother with writing and purposes for writing as follows:

1. Writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
2. Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language.
3. Writing creates reading, writing creates permanent, visible record of our ideas for others to read and ponder. Writing is powerful means of communication for reading information and shapes human thought.
4. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education.

Purpose for writing:

- a. To express yourself
- b. To provide information for your reader
- c. To persuade your reader
- d. To create a literary work

Narration is a basic writing strategy for presenting an action. Narrative is telling story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences. Different ways, novel; fairy tales, short stories and myth are narratives because they are concerned with talking about the event. Narrative paragraphs are the easiest of all to organize; in fact, they tend to organize themselves. The process of narrative stories is sequential. This is organized by time, one event in the story, one step in the process that happened after the other. The writer of narration tells a story he writes about an incident or a series of incidents in which action dominates. In this study, the theory from Cohen (1994) was used to analyze the students' narrative writing. According to Cohen (1994), there are five aspects of writing: content (main ideas stated clearly and accurately, opinion very clear), Organization (coherent and logical), vocabulary (choices of words, use of idioms, and word forms), grammar (control of structure, mechanic (mastery of spelling and punctuation).

2.2 Error Analysis

Error analysis emphasizes "the significance of errors in learners' **interlanguage** system" (Brown 1994, p. 204). The term *interlanguage*, introduced by Selinker (1972), refers to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language. Nemser (1974, p. 55) referred to it as the *Approximate System*, and Corder (1967) as the *Idiosyncratic Dialect or Transitional Competence*.

Interlingual/Transfer errors: those attributed to the native language (NL). There are interlingual errors when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her, to some extent, from acquiring the patterns and rules of the second language (Corder, 1971). **Interference (negative transfer)** is the negative influence of the mother language (L1) on the performance of the target language learner (L2) (Lado, 1964). It is 'those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language' (Weinreich, 1953, p.1).

Intralingual/Developmental errors: those due to the language being learned (TL), independent of the native language. According to Richards (1970) they are "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language" (Richards, 1970, p. 6).

2.2.1 Models for Error Analysis

Corder (1967 & 1974) identified a model for error analysis which included three stages:

1. Data collection: Recognition of idiosyncrasy
2. Description: Accounting for idiosyncratic dialect
3. Explanation (the ultimate object of error analysis).

Brown (1994, pp. 207-211) and Ellis (1995, pp. 51-52) elaborated on this model. Ellis (1997, pp. 15-20) and Hubbard et al. (1996, pp. 135-141) gave practical advice and provided clear examples of how to **identify and analyze** learners' errors. The initial step requires the **selection** of a corpus of language followed by the **identification** of errors. The errors are then **classified**. The next step, after giving a grammatical analysis of each error, demands an **explanation** of different types of errors. Moreover, Gass & Selinker (1994, p. 67) identified 6 steps followed in conducting an error analysis: Collecting data, Identifying errors, Classifying errors, Quantifying errors, Analyzing source of error, and Remediating for errors.

2.2.2 Source of Errors

In 1972, Selinker (in Richards, 1974, p. 37) reported **five sources** of errors:

1. Language transfer
2. Transfer of training
3. Strategies of second language learning
4. Strategies of second language communication, and
5. Overgeneralization of TL linguistic material.

In 1974 Corder (in Allen & Corder, p. 130) identified three sources of errors: Language Transfer, Overgeneralization or analogy, & Methods or Materials used in the Teaching (teaching-induced error). In the paper titled "The Study of Learner English" that Richards and Simpson wrote in 1974, they exposed **seven sources** of errors:

1. Language transfer, to which one third of the deviant sentences from second language learners could be attributed (George, 1971).
2. Intralingual interference: In 1970, Richards exposed four types and causes for intralingual errors:
 - a. Overgeneralization (p. 174): it is associated with redundancy reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. It may be the result of the learner reducing his linguistic burden.
 - b. Ignorance of rule restrictions: i.e. applying rules to contexts to which they do not apply.
 - c. Incomplete application of rules
 - d. Semantic errors such as building false concepts/systems: i.e. faulty comprehension of distinctions in the TL.
3. Sociolinguistic situation: motivation (instrumental or integrative) and settings for language learning (compound or co-ordinate bilingualism) may affect second language learning.
4. Modality: modality of exposure to the TL and modality of production.
5. Age: learning capacities vary with age.

6. Successions of approximative systems: since the circumstances of language learning vary from a person to another, so does the acquisition of new lexical, phonological, and syntactic items.
7. Universal hierarchy of difficulty: this factor has received little attention in the literature of 2nd language acquisition. It is concerned with the inherent difficulty for man of certain phonological, syntactic, or semantic items or structures. Some forms may be inherently difficult to learn no matter what the background of the learner.

James (1998, p. 178) exposed three main diagnosis-based categories of error:

1. Interlingual: interference happens when “an item or structure in the second language manifests some degree of difference from, and some degree of similarity with the equivalent item or structure in the learner’s first language” (Jackson, 1987: 101).
2. Intralingual:
 - a. Learning strategy-based errors:
 - i. false analogy
 - ii. misanalysis
 - iii. incomplete rule application
 - iv. exploiting redundancy
 - v. overlooking cooccurrence restrictions
 - vi. hypercorrection (monitor overuse)
 - vii. overgeneralization or system simplification
 - b. Communication strategy-based errors:
 - i. holistic strategies: e.g. approximation, language switch, calque
 - ii. Analytic strategies: circumlocution (expressing the concept indirectly, by allusion rather than by direct reference.
3. Induced errors: they “result more from the classroom situation than from either the student’s incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors) (Stenson, 1983, p. 256):
 - a. Material induced errors
 - b. Teacher-talk induced errors
 - c. Exercise-based induced errors
 - d. Errors induced by pedagogical priorities
 - e. Look-up errors

According to Dulay & Burt (1974), there are four types of “goofs”:

1. Interference-like goofs
2. L1 Developmental goofs
3. Ambiguous goofs (either interference-like or L1 developmental goofs)
4. Unique goofs (neither interference-like nor L1 developmental goofs)

III. RESULT AND DISCUSSION

Data of this research is the students’ writings from their assignment. In this task, the students were asked to make a writing which consists of few paragraphs. They were asked to write a narrative writing. The topic was about telling a story or the students’ experience. They were given one and half hours to make the writing. The number of students in the Dual Degree Program in Batch ten is only fourteen students since the maximum capacity is only twenty five students in every batch. All students’ writings were used as the data to be analyzed in this research to find the students’ error and source of their errors.

3.1 Types of Error Committed by the Students

Below is the result table of the students’ error. The researcher found the number of error on addition was 5 (11.36%), the number of omission was 8 (18.18%), and the last was 31 (70.45%) on the error of misformation. It can be seen that the highest error was in the misformation of simple past, while the lowest error was on the addition. It happened since the students have a lack understanding on learning the target language. They seem very confuse with the sentence of simple past in the target language.

Table 1. Students' Errors

No	Types of Errors	Number & Percentage		Committed by Student
		Number	Percentage	
1	Addition	5	11.36%	4
2	Omission	8	18,18%	7
3	Misformation	31	70.45%	13

1. Addition Error

Students' writings tests are as the main data of this study and to be analyzed and the errors that committed by the students in writing a narrative paragraph. Below is the example of the addition error.

Table 2. Addition Error

No	Code	Number of Errors	Errors
1	2	1	Then, we were prayed and hoped
2	3	1	We are arrived at home
3	9	1	We did practice dance and drama
4	10	2	(1)He was had an accident, (2) When we arrived there
Total	4	5	

2. Omission Error

Omission error is happened when the writing is not complete. The examples of omission errors such as, "I happy to meet you", "You ate orange last night". Those sentences are included in omission error since there is the absence of an item in each of the sentence.

Table 3. Omission Error

No	Code	Number of Errors	Errors
1	2	1	Then I free wrote for twenty to thirty minutes
2	6	1	After we prayed, we ready to go home
3	7	1	The day started well and by late afternoon
4	8	2	(1)We selfie together to be memorable, (2) my friend house
5	9	1	We made some decoration
6	10	1	I saw old woman
7	11	1	(1)Last Saturday might was different for me, (2) Then the fireworks party started.
Total	7	8	

3. Misformation Error

Omission error is happened when the writing is not complete. The examples of omission errors such as, "I happy to meet you", "You ate orange last night". Those sentences are included in omission error since there is the absence of an item in each of the sentence.

Table 4. Misformation Error

No	Code	Number of Errors	Errors
1	2	3	(1) In the end of year, me and my family always made some plans, (2) my greatest delight and what did I hope for and what did I accomplish, (3) After that, me and my family made some plans
2	3	5	(1) On Saturday, me and my friends went to Kuta

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			beach, (2) On the way to Kuta is very crowded, (3) In the mall we directly go to the garden of the mall we can see the perform, (4) So many people there, (5) After enjoy the party
3	4	5	(1) At the place, we buy some foods and drinks and we entered the room, (2) After 2 hours we finished to watch movie, (3) we are not find the store low price, (4) and our exit from beachwalk and we continue to trip, (5) we exit from single fin
4	5	3	(1) Like to bought fireworks, (2) While waiting I decided to bought a drinks, (3) after it finished I want to watched anoter fireworks
5	6	1	We spent our time for caught some fish for supper
6	7	3	(1) Everyone helped to make the meal a success, (2) the house was starting to smell like grilled fish, (3) we had almost given up hope
7	8	2	(1) After that I prepared and on the way to her home, (2) After waiting for 24 hours the time came the turn of the year
8	9	1	We has prepared so Christmas party was celebrating with festive
9	10	2	(1) At the Sunday morning I am going to market, (2) After I go to shopping I went to my grandmother is house
10	11	1	She asked me to come with her and her friends to go to a beach.
11	12	1	After from the hospital my condition was getting better
12	13	2	(1) One day some thing wrong happened the king call for a maid but instead guard who came, and told that people was angry and demo from yesterday the guard tell what happened yesterday and report the situation. (2) They want the king to down from his throne.
13	14	2	(1)Three days ago, it was the new year for 2017, (2) I and some of my friends gathered at my friend house
Total	13	31	

IV. CONCLUSION

In conformity with the aims of this study, there are two problems that had been discussed. The first problem is to know the errors made by the students in writing a narrative writing, and the second problem is to find out the source of the errors.

Based on the result, it was found that the students' errors were in addition, omission, and misformation. The error of addition was the lowest error made by 4 students with the percentage 11.36%, then followed by error of omission made by 7 students with the percentage 18.18%, and the highest error was the error of misformation made by 13 students with the percentage 70.45%.

It can be seen that the biggest difficult things in making the narrative writing was in using the tense of simple past. Most of the students were confuse in writing the simple past. It did not understand the rule of this tense very well. Therefore, it can be concluded that the source of their errors was the intralingual interference, since they did not master their target language yet.

In this case, exercises are very much needed since writing skill is an integral part of language learning. The more they take exercises in using different types of tenses in writing, the more they get

familiar with those tenses and the better they can manage their sentences properly. Furthermore, by giving them motivation in learning the L2 which is different from their L1, it is hoped that they will be able to improve their ability particularly in mastering the simple past for narrative writing.

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