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FOREWORD

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team

DAFTAR ISI

An Error Analysis in the Use of Simple Past Tense on Students' Final Work at IAIN Kudus

Anisah Setyaningrum
 Institut Agama Islam Negeri Kudus, Kudus, Indonesia

✉ | anisahsetya@stainkudus.ac.id

ABSTRACT

This research aims at identifying, classifying and analyzing the kinds of errors on the use of simple past tense in students' final work. It is expected to help the lecturers in identifying the students' most common error in language learning processes, especially in learning simple past tense. Several stages are done in this qualitative research, they are: preparation, data collection, and analyzing the data. As the preparation, the writer try to read some theories and previous studies related to this research. In analyzing the data, Ellis' theory is used in this research. The techniques in analyzing the data are: identification of error, classification, description, and correction. The result of this research shows that there are four kinds of errors made by students, they are omission 13%, addition 5%,misinformation 31%,and misordering 5%. They mostly make errors in the misinformation of irregular past verb in using The Simple Past Tense.

KEYWORDS:
Error Analysis;
Simple Past Tense;
IAIN Kudus;

Introduction

Language is commonly used as a means of communication and interaction with others people. Every language has its own different structure and sentence pattern. English is one of languages in this world that has been acknowledged as the international language. Crystal (2003, p. 1) mentions that English is the global language. As a means of communication across nation, English has become one of subjects that are learned by most of people, especially in Indonesia.

In the university level, especially in IAIN Kudus, English has been learned in the first year of study. There are three English subjects which are applied in IAIN Kudus for all faculty or department. They are Grammar, Reading, and Practicum. Grammar is one of important English subject materials that must be understood by students who learn English. There are some sub topics in Grammar class, one of them is simple past tense. The simple past tense material is learned by the 2nd semester students of *Tasawuf* and Psychotherapy Study Program Ushuluddin Department batch 2017 of State Islamic Institute of Kudus in English I (Grammar) Class.

According to Azar (1992, p. 2), simple past tense is used for explaining an event that happened at one particular time in the past. It began and ended in the past. For instance, "It snowed yesterday". The previous sentence is explaining the event that happened in the past, it was yesterday. Dealing with this research, there are some studies that have been done by some writers. Xue-mei, and Fang (2007) examined the Error analysis and the EFL classroom teaching. In this article, they give a systematic review of the concepts and theories concerning EA (Error Analysis), the various reasons causing errors are comprehensively explored. They propose that teachers should employ different and flexible error treatment strategies in accordance with the teaching objectives, students' linguistic competence, their affective factors and the effectiveness of the error correction.

Heydari and Bagheri (2012) did a research related to error analysis. The title of the research is "Error Analysis: Sources of L2 Learners' Errors." Their paper mostly illustrates the fundamental background of studies which are done in the field of Error Analysis. By reading their articles, it is expected that it can help English teachers and educators to become familiar with the most frequent errors committed by English learners. Therefore, the English teachers or educators can make more objective decisions in adopting appropriate teaching strategies to help the students learn better.

Khansir also publishes a research in 2012 entitled "Error Analysis and Second Language Acquisition". He examines in detail the three most influential error theories: contrastive analysis,

error analysis and interlanguage theory. Anwar (2014) examines the error analysis on the use of simple past tense in students' narrative writing. It was conducted at first grade students of SMA Dua Mei Ciputat. The classification of errors in this study is divided into four categories; they are omission, addition, misformation, and misordering. The subject of this study consists of 20 students of the first grade of senior high school who have more than 100 words writing. The method used in this study was descriptive analysis method. The most frequent errors made by the students in their narrative writing focused on the use of simple past tense is misformation which consists of 82 errors or 54%, it is followed by omission with 40 errors or 26%. The next is misordering which consists of 21 errors or 14%. And the last is addition with 9 errors or 6%.

Kotsyuk (2015) writes the result of his research entitled English Language Error Analysis of The Written Texts Produced by Ukrainian Learners: Data Collection. This research tries to define what error analysis is and how it is important in L2 teaching process, to state the significance of corpus studies in identifying of different types of errors and mistakes, to provide the results of error analysis of the corpus of written texts produced by Ukrainian learners. In this article, major types of errors in English as a second language for Ukrainian students are mentioned.

Dealing with english teaching learning processes in IAIN Kudus, some lecturers still face some problems. One of them is related to English materials, especially in explaining the past event using simple past tense, has a different structure or sentence pattern when it is compared with the structure in Bahasa Indonesia. Therefore, some students often find some difficulties in understanding the material. The difficulties are also found by the 2nd semester students of Tasawuf and Psychotherapy Study Program Ushuluddin Department batch 2017 of State Islamic Institute of Kudus in English I (Grammar) Class.

Based on the previous explanation, the writer is interested in researching the types of error in the use of simple past tense in the final work of 2nd semester students of Tasawuf and Psychotherapy study program of Ushuluddin Department in

English I (Grammar) Class. There are two classes in batch 2017 *Tasawuf* and Psychotherapy Study Program Ushuluddin Department. They are class A and B. The writer conducts the research in class B. Related to the background of the study, the statement of the study is as follow: "What are the types of error in the use of simple past tense in the final work of 2nd semester students of *Tasawuf* and Psychotherapy Study Program of Ushuluddin Department in English I (Grammar) Class?" Therefore, this particular study aims at analyzing the type of error in the use of simple past tense in the final work of 2nd semester students of *Tasawuf* and Psychotherapy Study Program of Ushuluddin Department State Islamic Institute of Kudus in English I (Grammar) Class.

Error is commonly done by everyone. It also can happen in compossing english texts by students. Dulay et.al (1982,p. 138) explain that there are two major purposes in studying learners' error, they are:

> "Providing data of from which inferences baout the nature of the language learning process can be made and indicating to techers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively."

Dulay (1982,p.154-162) characterizes some types of error that can be made by students in compossing English text, they are: omission, addition, misinformation, and misordering. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. While the opposite of omission is addition error. It is characterized by the presence of an item which must not appear in a well-formed utterance. Then, misinformation errors are characterized by the use of the wrong form of the morpheme or structure. Misordering errors are

characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Azar (1992,p. 32) explains that the simple past tense is used to talk about activities or situations which began and ended at a particular time in the past. It following sentence can be read to understand the previous statement.

When the teacher came to the classroom, the students took the books.

The first clause is the time clause. It tells that the activity began first. Then, the second clause is the main clause. The main clause tells that the second activity happened after the previous activity.As mentioned previously that the simple past tense is used to express one action which happened at a particular time in the past. Besdides, it also used to tell the repeated or habitual actions in the past. The time signals which are usually used in the simple past are: yesterday, last, and ago.

Method

This research is a descriptive qualitative research. According to Bogdan and Biklen in Sugiyono (2015, p. 21), qualitative research is descriptive. The data collects is in the form of words or picture rather than number. There are some steps that are conducted in this research, they are as follow. Related to this research, the data are the students' final work at grammar class.

As the preparation, the writer read some books and jour-nals articles related to error analysis, especially simple past tense.The source of the data is from the final work of 2nd semester students of *Tasawuf* and Psychotherapy study program of Ushuluddin department in EE2nglish I (Grammar) Class. There are two classes in batch 2017 *Tasawuf* and Psychotherapy Study Program Ushuluddin Department. They are class A and B. The writer is doing the research in class B. There are 22 students in this class. The writer chose to conduct the research in this class because based on the English learning process, the writer find

some students' difficulties in understanding the material especially simple past tense. Therefore, the writer wants to know the kinds errors faced by the students.

In analyzing the data, The data were categorized in three errors based on Ellis' theory; they are omission, misinformation and misordering. After categorizing the data, the writer tried to explain the existed errors. As explained by Ellis (1994, p. 48) that the steps in error analysis research are collection of a sample of learner language, identification, description, explanation, and evaluation of errors.

Finding and Discussion

Based on students' final work of 2nd semester students of Tasawuf and Psychotherapy study program of Ushuluddin department of IAIN Kudus in English I (Grammar) Class, there were some errors on the use of simple past tense.

1. Identification of Error

The data of this research was the students' final work of 2nd semester students of *Tasawuf* and Psychotherapy study program of Ushuluddin department of IAIN Kudus. The text is produced as the final test. The students submitted the text on the final examination. The copy of the works is used as the sources of data in this research. Then, the writer identifyes all of the students' work in that class. While reading all the text, the writer also gives marks in some errors, then classifyes them into three types of errors.

Errors found in the students' final work are complicated. Some students make various errors in writing the text. After identifying the errors found in students' work, the writer uses coding for those data. It is used to ease the analysis in the next step, it is an error description.

2. Description of Error

The description of error is done after reading and identifying the errors in students' final work. The errors are classified in the more detailed. The errors that have been found are classified in some types as explained by Dulayet.al (1982). They are as follows.

a. Omission

Omission error found is only omission of regular past marker: *-ed.* There are no more others omission types found in this reserach.

Table 1.1 Omission of Regular Past Marker: *-ed*

Code	Error Identification	Error Correction	Error Description
S-2	I *start* from kudus with my friend by motorcycle	I *started* from kudus with my friend by motorcycle	Omission of Regular Past Marker: *-ed*
	we *continue* Our trip to UmbulSidomukti	we *continued* our trip to UmbulSidomukti	Omission of Regular Past Marker: *-ed*
	we are really *enjoy* the scenery.	we really *enjoyed* the scenery.	Omission of Regular Past Marker: *-ed*
	After that *continue* our journey to Sam Poo Kong temple	After that we *continued* our journey to Sam Poo Kong temple	Omission of Regular Past Marker: *-ed*
S-4	we really *enjoy* it by playing water on the beach and occasionally capture the moment by taking picture.	we really *enjoyed* it by playing water in the beach and occasionally captured the moment by taking picture.	Omission of Regular Past Marker: -ed

Regular past marker: -ed omitted by the learners were 5 sentences of 2 students.

b. Addition

Errors of addition of to be in verbal sentences were found in this research. They are explained as follows.

Table 1.2 Addition of To be in verbal sentence

Code	Error Identifica-tion	Error Correc-tion	Error Descrip-tion
S-2	we*are* really enjoy the scenery.	we really enjoyed the scenery.	Addition of To be in Verbal Sentences Addition: *are*
S-19	I *am* determined to find work	I determined to find work	Addition of To be in Verbal Sentences Addition: *am*

Th learner adds to be: are, am in verbal sentence after the subject. There were 2 students who produce 2 wrong sentences.

c. Misinformation

The kinds of misinformation error found in this research were misinformation of regular past verb, misinformation of irregular past verb, misinformation of past form of modals, and misinformation of to be: was, were.

Table 1.2 Misinformation of regular past verb

Code	Error Identifica-tion	Error Correc-tion	Error Description
S-3	I *want* invited around the village	I *wanted* to walk around the village	Misinforming regular past verbs
S-10	I *want* to cry about the incident	I *wanted* to cry about the incident	Misinformation of Regular Past Verbs

There are two error sentences made by two students in using wrong regular past verbs. They used present verb: want rather than using: wanted.

Table 1.3 Misinformation of irregular past verb

Code	Error Identification	Error Correction	Error Description
S-1	We *choose* Bandungan Beach	We *chose* Bandungan Beach	Misinforming irregular past verbs
	we *get* there at 01.00	we *got* there at 01.00	Misinforming irregular past verbs
S-3	The next morning I *wake* up	The next morning I *woke* up	Misinforming irregular past verbs
S-6	We *leave* from home at six o'clock in the morning	We *left* home at six o'clock in the morning	Misinforming irregular past verbs
	^*get* there around seven-thirty and we travel on motorcycle.	We *got* there around seven-thirty and we traveled by motorcycle.	Misinforming irregular past verbs
S-8	At the time of my holiday ^*go* to magelang with my friend using old motor of astrea grand,	At the time of my holiday I *went* to Magelang with my friend using old motor of astrea grand,	Misinformation of Irregular Past Verbs
	i*leave* from sanctuary at 11.00.	i*left* from sanctuary at 11.00.	Misinformation of Irregular Past Verbs
	I only *eat* at angkringan	I only *ate* at angkringan	Misinformation of Irregular Past Verbs

S-13	*gone* to grandma's house because I *have not* met him in a long time and I miss her	I *went* to grandma's house because I *did not* meet her for a long time and I missed her	Misinformation of Irregular Past Verbs
	I *given* her meatballs	I *gave* her meatballs	Misinforming irregular past verbs
S-14	even I *do* not do anything	even I *did* not do anything	Misinformation of Irregular Past Verbs
S-19	nanik choose thinking 2x to continue work	Nanik chose to think twice to continue work	Misinforming irregular past verbs
S-22	I feeled nervous. I'am was control my nervous	I felt nervous. I controlled my nervous	Misinforming irregular past verbs
	I'amknowed stay addres them.	I knew their address.	Misinforming irregular past verbs

The students make 14 error sentences by using wrong form of irregular verbs.

Table 1.4 Misinformation of past form of modals

Code	Error Identification	Error Correction	Error Description
S-3	I *can* not sleep because I'*m* not used to the atmosphere.	I *could* not sleep because I *was* not used to the atmosphere.	Misinformation of Past Form of Modals Using *can* instead of *could*
	But finally I *can* sleep	But finally I *could* sleep	Misinformation of Past Form of Modals Using *can* instead

			of *could*
S-7	they will gave me money	they would give me money	Misinformation of Past Forms of Modals
S-19	I *can* not work at home	I *could* not work at home	Misinformation of Past Forms of Modals

Modals such as *can* and *will* were misinformed by the students in 5 different sentences.

Table 1.5 Misinformation of To Be: was, were

Code	Error Identification	Error Correction	Error Description
S-3	There *are* also looking for fish.	there*were* also *people who were* looking for fish.	Misinformation of To Be: *was, were* Using *are* instead of *were*
S-6	We are all ver happy.	We were all very happy.	Misinformation of To Be: *was, were* Using *are* instead of *were*
	That day is a day I can never forget in my life.	That day was a day I can never forget in my life.	Misinformation of To Be: *was, were* Using *is* instead of *was*
S-7	But there is something that can made me excited	But there was something that could make me excited	Misinformation of To Be: was, were
	so that *is* a great holiday.	so that *was* a great holiday.	Misinformation of To Be: was, were
S-10	I *am* embarrassed	I *was* embarrassed	Misinformation

			of To Be: was, were
S-19	whether I *am* accepted in stain or not.	whether I *was* accepted in stain or not.	Misinformation of To Be: was, were
	How unfortunate I *am*.	How unfortunate I *was*.	Misinformation of To Be: was, were
	there *are* vacancies or are in need of many employees	there*were* vacancies or were in need of many employees.	Misinformation of To Be: was, were
	after all conditions *are* completed, we also start working with night sift.	after all conditions *were* completed, we also started working with night shift.	Misinformation of To Be: was, were
S-22	I introduced at friends *are* in *PondokPesantren*.	I introduced myself to friends who *were* in *PondokPesantren*.	Misinformation of To Be: was, were

The students make error in the use of to be in nominal sentences by using the present form of to be: *is, am, are*. There were 11 error sentences found.

d. Misordering

Table 1.6 Misordering of Subject-Verb

Code	Error Identification	Error Correction	Error Description
S-2	After that ^continue our journey to Sam Poo Kong temple	After that *we* continued our journey to Sam Poo Kong temple	Misordering of Subject-Verb
S-6	^get there around seven-thirty and we travel on mo-	*We* got there around seven-thirty and we	Misordering of Subject-Verb

	torcycle.	traveled by mo- torcycle.	

The errors on misordering of subject-verb were made by two students in two sentences.Based on the findings above, the write finds the error types in students' final work which frequently made by the students as below:

Types of Error on Use of Simple Past Tense

Code	Omis- sion	Addi- tion	Misin- formation	Misor- dering	Fre- quency	Per- centage
S-1	-	-	1	-	1	3%
S-2	4	1	1	1	7	18%
S-3	-	-	5	-	5	13%
S-4	-	-	-	-	0	0%
S-5	-	-	-	-	0	0%
S-6	1	-	4	1	6	15%
S-7	-	-	3	-	3	8%
S-8	-	-	3	-	3	8%
S-9	-	-	-	-	0	0%
S-10	-	-	2	-	2	5%
S-11	-	-	-	-	0	0%
S-12	-	-	-	-	0	0%
S-13	-	-	2	-	2	5%
S-14	-	-	1	-	1	3%
S-15	-	-	-	-	0	0%
S-16	-	-	-	-	0	0%
S-17	-	-	-	-	0	0%
S-18	-	-	-	-	0	0%
S-19	-	1	6	-	7	18%
S-20	-	-	-	-	0	0%
S-21	-	-	-	-	0	0%
S-22	-	-	3	-	3	8%

Types of error

Types of Error	Frequency	Precentage
Omission	5	13%
Addition	2	5%
Misinformation	31	78%
Misordering	2	5%
Total error	40	100%

Error kinds according to error types

Kinds of error	Frequency	Precentage
OMISSION		
Omission of regular past marker: -ed	5	13%
ADDITION		
Addition of to be in verbal sentence	2	5%
MISINFORMATION		
Misinformation of regular past verb	2	5%
Misinformation of irregular past verb	14	35%
Misformation of past form of modals	4	10%
Misinformation of to be: was, were	11	28%
MISORDERING		
Misordering of subject-verb	2	5%
Total Error	40	100%

From the table above, it can be concluded that there are 40 errors made by the students in compossing English text using The Simple Past Tense as the final work. The errors are classified into 5 omission of regular past marker: -ed, 2 addition of to be in verbal sentence, 2 misinformation of regular past verb, 14 misinformation of irregular past verb, 4 misinformation of past

form of modals, 11 misinformation of to be: was, were, and 2 misordering of subject-verb. The result of the study showed that the most frequently error made by students was misinformation. It consists of 31 errors or 78%. They mostly make errors in the misinformation of irregular past verb in using The Simple Past Tense.

Conclusion

Based on the finding and discussion previously, it can be concluded that the total of errors on the use of Simple Past Tense made by the students in their final work are 40 errors. These errors are found in the types of omission (omission of regular past marker: *-ed), addition (*addition of to be in verbal sentence), misinformation (misinformation of regular past verb, misinformation of irregular past verb, misinformation of past form of modals, misinformation of to be: was, were), and misordering (misordering of subject-verb).Based on the result of the study, the lecturer can get some inspiration to improve the teaching methods by using more effective teaching techniques. Besides, the lecturer is also able to give more exercises to the students so they could gain more understanding about the material and reduce the error in their writing.

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