Students Error Analysis In Using Past Continuous Tense

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ABSTRACT

The purpose of this study was to analyze the students' error in using past continues tense. The specific objectives were to analyze kinds of error made by the students, to analyze the dominant kind of the students' error and further more to found out their probably causes. In analyzing data, the writer were giving test to the students to measure the students' results of their ability and analyze their cases in their study on using past continues tense. The writer took points in every student works, counted it and analyzed. This study were using quantitative descriptive research, in which include counted on analyzed and present the result of study by described on concluding it. The data took from the population of the second grade of SMP Muhammadiyah Aimas were include two class and the writer took the sample from12 (twelve) students from one class. The students of this study had been studied the theory of past continues tense before it. First step in collecting data the writer gave explanation related the theory of past continues tense to follow up the students' memories in understanding, share the worksheet then explaining the instruction of the test before gave the test. By the observation to the students' result test, she found four kinds of the students' error with the frequency: error in addition= 53 (25, 24), error in omission= 60 (28, 57), error in miss-formation = 57(27, 14), and error in miss-ordering = 40 (19, 05) and the most dominant error was error in omission = 60 (28, 57). The causes of error were classified based on the theory by John Norris (carelessness, first language interference, and translation), analyzed on the students' results test.

Key words: Error Analysis, Past Continuous Tense

INTRODUCTION

Grammar is a set of structural rules that govern the composition of sentences, phrase and words in any given natural language. The function is as a system to manage how the words used and how the phrase, sentence or sentences are formed. Students or learners that study English are important to understand grammar well. Understanding grammar can help the students to open their development of characteristic, rules, structure and more other development about the language. Understanding grammar can also help the students or learners to get a good mentalist of language, so the students will be more confident to use the language.

One important element of English Grammar is tenses. Tense is a system time sentences form that shown the time of an action in the sentence. Past continues tense is one of the important grammar that have to be understood by the students of English. Past continues tense or past progressive tense is the time signal of sentences that shown actions which were going on (had not finished) at a particular time in the past.

In writing, past continues tense is usually used in recount text, for example in writing some bibliographies, retelling historical events, someone experience, etc. It is one kind of tenses that often used in daily life but many students in junior high school are still less in understanding it. Based on that reason, the writer purposed to make an analysis about the students error in using past continues tense.

LITERATURE REVIEW

Previous of Study

The thesis that related with this research is Error Analysis of Using Past Tenses in Narrative Text Made by The Twelfth Graders of SMA Negeri 1 Tanjung Morawa. The thesis is described the errors made by the twelfth graders in using past tenses especially in simple past tense, past continuous tense, and past perfect tense. One of the purposes of the thesis is to analyze the types of error and the causes of them. The research used quantitative method.

METHOD

Design

This research is quantitative descriptive research. The writer took the data with a test to measure students' ability and analyzed what kind of error made by students and the cause of it. The writer gave the tests to take the data with the kind of the test is constructing sentence.

Analysis Data

There are some steps to analyzing data in this study:
1. Presenting the data
2. Identifying error in using past continues tense.
3. Classifying error into kinds of error.
4. Tabulating error
5. Identifying the cause of error
   To count the student error will be showed in percentage form, as follows:

$P = \_ \text{ x } 100 \%$

Note:

P   :   Percentage of student error

F   :Frequency of student error

N:Total Error

RESULT AND DISCUSSION

Kind of Students' Error

a. Addition Error

b. Omission Error

c. Miss-formation

d. Miss-ordering

The Dominant Error of Students'

Table 1

Frequency of students' error based on the kinds of error Students of

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No	Student	Kind of error				Total of Students' Error
		Addition	Omission	Miss-formation	Miss-ordering	
1.	Student A	10	4	-	-	14
2.	Student B	1	5	7	-	13
3.	Student C	1	10	8	4	23
4.	Student D	6	5	7	4	22
5.	Student E	10	2	4	-	16
6.	Student F	8	10	7	-	25
7.	Student G	2	7	5	12	26

8.	Student H	5	2	8	-	15
9.	Student I	1	6	-	-	7
10.	Student J	-	2	-	20	22
11.	Student K	-	3	5	-	8
12.	Student L	9	4	6	-	19
	Total	53	60	57	40	210

Table 4.1 above shows the students errors frequency on the students' result tests, taken from 20 numbers test with the total students were twelve students.

Based on the formulation theories distribution frequency relative or descriptive analysis techniques (percentage formula), as cited in Wiwin Kasans' script.

$$P = \_ \text{x } 100$$

P = Percentage
F = Frequency of error occurred
N = Total of students' error

Though the formulation above, the writer found the dominant kind of error that had done by the students, they were:
1. Error in Addition
   In error addition, found:
       The frequency of students' error (F) = 53
       Total error (N) = 210
       In which: $P = \_ \text{ x}100$ %

       $P = \frac{53}{210} \text{ x } 100$
       P= 0,252 x 100   = 25, 24
So the percentage of error in addition were 25, 24

2. Error in Omission
In omission error, found:
       The frequency of students' error (F) = 60
       Total error (N) = 210

In which: $P = \frac{60}{210} \times 100$

$P = 0,286 \times 100 = 28, 57$

So the percentage in omission error were = 28, 57

3. Error in Miss-formation

In miss-formation, found:

The frequency of students' error (F) = 57

Total error (N) = 210

In which: $P = \frac{57}{210} \times 100$

$P = 0,271 \times 100 = 27, 14$

4. Error in Miss-ordering

In miss-ordering, found:

The frequency of students' error (F) = 40

Total error (N) = 210

In which: $P = \frac{40}{210} \times 100$

$P = 0,190 \times 100 = 19, 05$

So the percentage of miss-ordering error were 19,05

The following table shows the percentage of students' error frequency:

Table 4.2
Percentage of Total Students Error

No.	Kinds of Error	Frequency (F)	Percentage (%)
1.	Addition	53	25,24
2.	Omission	60	28,57
3.	Miss-formation	57	27,14
4.	Miss-ordering	40	19,05
Total		**210**	**100**

The highest frequency and the percentage were found in the omission error (60 /28, 57). It is mean that the most dominant kinds of error on using past continues tense that students made were in *omission error*.

The Cause of Students' Error

After the writer had observed the ways students' learning in which lack of motivation, often assumed the grammatical English as same as their native language and also most of them were had difficulty in understanding and conducted some instruction from their teacher, in this case she concluded the cause of their studies' problem as classified bellow :

Carelessness

It is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style done by the teacher, which does not suit to the students, or may be the materials are not interesting for the students. The students which lack in motivation did not interested to study because their assumed that study English were not interesting and difficult.

First language interferences
First language interference is the result of the language habits that have been established in the students' native language. When the students use English, they usually bring or use the native language habit in the target language they being learn.

Translation
It is the most common error made by students, translating word by word of idiomatic expression in the first student language can produce error in this type. This usually happen as the result of a situation when a learner asked to communicate something but does not know appropriate expression or structure.

CONCLUSION

The writer found four kind of error with the calculation error are; addition error = 53/25,24 , omission error = 60/28,57 , miss-formation = 57/27, 14 , miss-ordering = 40/19,05 . And the most of dominant error were found in as the John Norrish theory; carelessness, first language interference and in translations.

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