ABSTRACT

AN ANALYSIS OF TENSES ERRORS IN STUDENTS' NARRATIVE PARAGRAPH WRITING AT THE SECOND YEAR OF SMA NEGERI 4 BANDAR LAMPUNG

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Writing is a productive skill which shares someone's idea in written form in order to deliver message from the writer to the reader. In addition, writing as a complex skill is the most difficult skill to master since this language skill requires the skill of organizing ideas, putting the right vocabularies and using grammar as the structure of the composition (Meyers, 2005:2). Beside that, it is possible for the students to make errors in their writing because making error is a part of learning process. Dullay et.al (1982:138) states that errors are the flawed side of learner speech or writing. Analyzing the students' error is important to evaluate or develop the appropriate material and technique in teaching learning process.

The objectives of this research are (1) to find out whether there are errors of past tense in students' narrative paragraph writing at class XI IPA 2 of SMA Negeri 4 Bandar Lampung, (2) to identify the types of tense errors made by students in writing narrative paragraph, (3) to find out the proportion of the errors.

In doing the research, the researcher used descriptive method. It means that the researcher described and analyzed students' errors based on surface strategy taxonomy and communicative effect taxonomy. The subjects in this research were the students of class XI IPA 2 of SMA Negeri 4 Bandar Lampung. The Instrument for collecting the data was writing task with clear direction and several questions that lead to the topics in order to make it easier for the students in expanding their narrative paragraph writing. The focus of the research was on errors of past tense as one of basic tense in English. In analyzing the data, the researcher used steps as follows (1) recognizing the errors, (2) interpreting the errors, (3) reconstructing the errors, (4) classifying the errors and (5) computing the errors based on surface strategy taxonomy and communicative effect taxonomy.

By referring to the two taxonomies which are used in this study, It can be inferred that, the highest frequency of errors is from anomalous verbs or auxiliaries errors (603 items/51.2 %), followed by irregular verbs errors (163 items/13.8 %), regular verbs errors (162 items/13.7 %), and modal auxiliaries errors (23 items/1.9 %). By seeing the types of errors, it can be concluded that misformation errors rank first (399 items/33.9 %), local errors rank second (380 items/32.3 %), omission errors rank third (93 items/7.9 %), addition errors rank fourth (62 items/2.7 %), global errors rank fifth (9 items/0.8 %), and misordering errors rank sixth (8 items/0.7 %).

Considering students problem in using tense, it is better for the teacher to explain the kinds or types of regular verbs, irregular verbs, modal auxiliaries and auxiliaries, and how to use them in present or past form. The students need to understand about them. The practices or exercises are required by students to build their mind that each sentence of English needs proper verbs, modal auxiliaries or auxiliaries. Developing the students' paragraph by using several questions that lead to topics is a good way to develop the students' writing as the practice or exercise for the students in using proper tense in their writing.