ERROR ANALYSIS ON USING SIMPLE PAST TENSE IN DIARY WRITING MADE BY EFL STUDENTS

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Abstract

This research is intended to analyze the simple past tense in writing diary writing made by EFL students. There are four certain major language skills in English that should be learned by students. Those are speaking, writing, reading and listening. In this research, the writer uses descriptive method. The data for this research was taken from the EFL's students tasks who were asked to write a diary writing. The collected data was identified, classified, analyzed and interpreted based on the types of errors using theory corder's were 75 errors. The finding revealed that there are 4 types of errors. They are omission, addition, selection, and ordering. Selection was the dominant errors with 30 errors (40%), followed by ordering with 16 errors (21%), addition with 15 errors (20%), and the last was omission with 14 errors (19%). Based on the data analysis above, the most of students' errors was selection and the least of students' errors was omission.

Keywords: diary writing, efl student, past tense.

INTRODUCTION

As a foreign language in Indonesia, English has an important position and clearly needed by learners to deliver thought to others and interact with others in a variety of situations. English is a means of communication among people of the world in, for examples, business, social-cultural, science and technology, and education field. Especially in Indonesia, English proficiency is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

English requires four certain major language skills that should be learned by students. Those are speaking, writing, reading and listening. As well as, to master a foreign language, students should know the language components such as vocabulary, phonology, and structure or grammar. English has three time systems, present tense, past tense and future tense. The writers want to analyze simple past tense in writing recount text made by EFL students.

Error is something done wrong by the students because they don't know what is correct. Making errors are a natural and unavoidable part of the process of learning English. Many kinds of errors

arise when the learners write because they do not master the English structure well. Brown stated that second language learning is a process that is clearly not unlike first language learning in its trial and error nature. Almost all learners must make errors when they are learning English because it is difficult to separate error in the process of learning English. Students' errors are very useful ways of showing what they have and have not to learn. Simple past tense is a form of the verb used to express activities or events that do or occur in the past. The past can be a long time ago, a few years ago, a few months ago, a couple of weeks, days, or even a few hours ago.

THEORETICAL FRAMEWORK

Writing is a kind of communication in which students can express their thoughts, views, feelings, and experiences. According to Kreshen in Harmer, the more students write, the better their written works become. From the above statement, the frequency with which learners practice determines the outcome of their writing production. There are three important things in writing, such as: (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. It implies that the writing process is more valuable than the finished output.

Unlike speaking, where the message of communication can be grasped through nonverbal language such as gestures, body language, or facial expressions, writing only conveys the message in written form. As a result, the writer must be able to make his or her reader comprehend the message.

Students' writing skills will improve or at the very least improve day by day if they keep a diary since it allows them to write freely about whatever they desire. Giving students greater opportunities to write about what matters to them is "an active learning technique," according to Chickering and Gamson (as cited in Tuan, 2010: 82).

According to Harmer (2007), keeping a diary has several advantages. The first is the importance of contemplation. Students can use a diary to think about what they're learning as well as how they're learning it. The second is the right to free expression. Students can express their emotions more freely when they keep a diary. For example, they can write about their daily lives, love stories, or whatever else they wish. The next step is to improve their writing skills. Students' overall growth, such as their writing fluency, is aided by writing. Because they write on a daily basis and are more accustomed with it, their writing fluency will increase.

According to Azar, the simple past tense indicates that an activity or situation began and ended at a particular time in the past. Oshima (2002) said "The Simple past tense is the verb form used for an action that began in the past and was completed in the past". Hornby stated that past tenses are things that happened in an earlier time, past event, or memories of the past. Simple past tenses include into past events. Simple past tense is a grammatical tense that places an action or situation in the past. It is a verb tense (the second principal part of a verb) indicating action that occurred in the past and which does not extend into the present. It often occurs with adverbs or adverb phrases of past time.

In addition, simple past tense is a form of the verb used to express activities or events that do or occurred in the past. The past can be a long time ago, a few year ago, a few months ago, a couple of

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weeks, days, or even a few hour ago. Simple past tense is used for a completed action that happens at one specific time in the past. Then, Betty Schrampfer Azar (1989) stated that simple past tense is used to talk about activities or situation that began and ended in the past. Those are the definitions of simple past tense according to many experts. So, the researchers concluded that simple past tense is the action that happened in the past in simple form with certain adverbs.

- The Formula of Simple Past Tense

Form	Pattern with verb	Form	Pattern with non-verb
Positive	S + V2 + Object e.g. He went to Bali last week.	Positive	S + was/ were + Non-Verb e.g. I was ill yesterday.
Negative	S + did + not + V1 + Object e.g. He did not go to Bali last week.	Negative	S + was/were + not + Non-Verb e.g. I was not ill yesterday.
Interrogative	Did/didn't + S + V1 + Did + S + V1 + Object +? e.g. Did He go to Bali last week?.	Interrogative	Was/Were + S + Non-Verb? e.g. Was He ill yesterday?.

Regular Verb
Based on Huddleston & Pullum (2007), regular verb includes unlimited number of regular verb compared with only a limited number of special exceptional ones about 200 irregular verb forms. Regular verb is formed by adding –d or –ed as described by Jarvie (2007). According to official site of University of Victoria, regular verb is mostly created simply by adding –ed. However, with some verbs, there is a need to add -d or change the ending a little. The rules were shown by the following table:

Irregular Verb

**Table 2
Regular Verb Form**

Verb ending in...	How to make the simple past	Examples
e	Add -d	live → lived date → dated
Consonant +y	Change y to i, then add -ed	try → tried cry → cried
One vowel + one consonant (but NOT w or y)	Double the consonant, then add -ed	tap → tapped commit → committed
anything else including w	Add -ED	boil → boiled show → showed

Irregular Verb

It forms the past differently without any –d or –ed form. For example, the past form of the verb "break" is "broke" and the past participle is "broken." According to Huddleston & Pullum (2007), irregular verb can be formed in many different patterns as described below:

Table 3
Irregular Verb Form

Form	Present	Past	Description
a	Hit	Hit	Most of them have bases ending in *t*, but there are also a few in *d*, such as *shed*
b	Bend	Bent	It differs simply in the replacement of final d by t. They include *build, send, spend,* and so on.
c	Burn	Burnt	Bases ending in *-ll* lose one *-l* before *—t*, e.g. *smell - smelt.* Other examples include *dwell, learn, spoil.*
d	Keep	Kept	It includes the addition of *-t, which* is accompanied by modification of the base. Other members of the class include *feel, mean, sleep..*
e	Flee	Fled	The verbs add *-d* rather than *-t*, with modification of the base. Others include *hear, say, sell.*
f	Think	Thought	Irregular past form with *-ought* or *—aught*. It is formed by replacing vowel + any following consonants in the base. The examples are *buy, catch, seek,* etc.
g	Dig	Dug	It differs from the base just in respect of the vowel. A variety of different vowel pairs are found: compare *hang - hung, find - found, shine - shone,* etc
h	Stand	Stood	The verb has a unique difference between past form and base form. The other examples are *had* and *made* which differ from *have* and *make* in the second consonant.

The Types of Error According to corder (1971) in Paramita Kusumawardhani (2015) there are some types of error :

1) Errors of Omission Error of omission is the missing of some elements which should exist. Omission error are characterized the absence of an item that must appear in a well formed – utterance although any morphemes or word in a sentence is potential candidate for omission, some types or morphemes are omitted more than other. e.g.: Woman is very beautiful. (It should be: The woman is very beautiful) She eat apple. (It should be: She eats an apple).

(2) Errors of Addition Error of addition is the adding of some elements which shouldn't exist. Addition errors are opposite of omission. They are characterized by the presence of an item, which must not appear in a well – formed utterances. e.g.: I ate with bread and egg this morning. (It should be: I ate bread and egg this morning). It is a meat. (It should be: It is meat).

(3) Errors of Selection Error of selection is the use of words which shouldn't be used. Selection errors are characterized by the use of the morphemes or structure. While in omission errors is not supplied all, in errors of selection the students' supplies something although it is incorrect. e.g. : Do he go to school? (It should be: Does he go to school?). She is thinking about you. (It should be: She is thinking of you).

(4) Errors of Ordering Error of ordering is the elements which are not put in the proper place. Errors of Ordering is a wrong placement of morpheme or a group of a morphemes in an utterances. e.g.: She doesn't know what my name is. (It should be: She doesn't know what my name is). They know where I live. (It should be they know where I live).

RESEARCH METHOD

In this research, the writers use descriptive method. The data for this research was taken from the EFL's students tasks who were asked to write a diary. The EFL tasks were used as the research instruments and they were taken from 10 learners and it was taken by asking the learners to write a diary. After that, the writers analyze the simple past tense in diary writing made by EFL students.

RESULT AND DISCUSSION

1. Result

The data of the study was taken from students' errors in diary writing. This study aimed at finding errors in using simple past tense in diary writing made by EFL students. The following table is the list of students' error analyses on using simple past tense in writing recount text.

The List of Students' Error

No.	Types of Error				Total
	Omission	Addition	Selection	Ordering	
1.	3	1	1	-	5
2.	-	3	3	2	8
3.	-	2	3	2	7
4.	2	1	6	2	11
5.	1	3	8	4	16
6.	3	1	2	1	7
7.	-	-	2	-	2
8.	-	1	1	-	2
9.	4	2	-	3	9
10.	1	1	4	2	8
Total	14	15	30	16	75
Percentage	19%	20%	40%	21%	100%

2. Disussion

From the table identification above, it was described that the total errors of omission was 14 errors or 19 %, addition was 15 errors or 20 %, selection was 30 errors or 40 %, and ordering was 16 errors or 21 %.

CONCLUSION

Based on the collecting data and discussion above, the researchers conclude that EFL students made errors in their diary writing. From the collecting data and the result of researchers' analysis of diary writing were made by students, most of them made errors in selection. They did not pay attention to the use of words that shouldn't be used. Selection errors are characterized by the use of the morphemes or structure, this statement was supported by the data which showed 40% of students made errors in selection. Then, students also made errors in other types of errors. They are such as 21% students made errors in ordering, 20% in addition parts, and 19% omission. From the data, we could know that EFL students had problems in using the simple past tense. Therefore, it is the important for the English teachers to give more contributing activities so that teaching and learning activity will be more effective, the teacher should make the students aware of their mistakes by letting those correct errors with a partner. Besides, this will make students find out their own mistakes. This also will motivate them in the teaching-learning process by doing it in pairs.

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