

THE PROBLEMS OF STUDENTS IN USING PAST TENSES

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ABSTRACT

This study aims to find out the problem that was faced by the students including the type of errors that made by the students Year Intake 2013 Dual Degree Program STIKOM Bali in writing using English language. Besides that, this study aims to offer the Lesson Plan in writing based on the result of the analysis of this study. This study used the theory of English Grammar, and Error Analysis. The data of this study was from the students' writing. There were 10 students as the sample in this study by using the collecting data method of quantitative method. There were 104 errors in active sentence of Simple Past tense as the findings of this study. This is the most error of the students. Then the error in using passive Simple Past was 8 errors. The last category of error was the error in using the Past Continues tense. It was found only 1 error for this category. Based on the Comparative Taxonomy, the source of the students' error was the interference of their mother tongue or it is called as an Interlingual error. At last, the lesson plan was designed based on the result of the analysis of this study. It is expected to help the students in understanding the English writing to minimize the error.

Keywords: *Error Analysis, Linguistics Category Taxonomy, Lesson Plan*

1. INTRODUCTION

Language is the basic knowledge that must be mastered by people to communicate with the other people. Every country has their own language, but English is the only language as the international language. As an international language, it is taught in all countries in the world. Therefore, for the students in Indonesian particularly, English is taught since early age until reaches University. It is to prepare the students after they graduated from high school or high education, to be able to communicate in English language.

Every language has its own structure. There must some similarities and differences between English and Indonesian sentence structure. For the students that their first language is Indonesian, they will find it quite difficult to study English language. However, the similarities between the English and the Indonesian structures can help them easily in learning the target language.

There are four skills in English to be learnt. They are speaking, Listening, Reading Comprehension, and Writing. The most difficult skill is writing. It is because we cannot give

any other clue. What we wrote, that's what the reader read. Therefore, we must be careful in writing to help the reader understand what exactly we want to describe about.

Since writing is the most difficult of the language abilities to acquire, non- native speakers are more often making error because they have to understand the construction of the English language automatically. Error usually occurs when they think in the way of their first language.

The definition of mistake and error is usually confusing. According to Corder (1967, 1971) and James (1998) that a mistake can be self-corrected, but an error cannot. Errors are "systematic," i.e. likely to occur repeatedly and not recognized by the learner. The students will not be able to recognize the error that they made, therefore in this research is about the error of the students made in their writing.

Based on the observation in semester I students, Dual Degree Program STIKOM Bali, particularly batch 7 students' intake 2013 that was found a phenomena. Their writing especially in using past tenses, they seem to confuse to put the verb 2 as the predicate which is explained the past activity. The students tend to make error in their writing. Error Analysis is the best tool for describing and explaining errors made by speakers of other language (Johanson, 1975). In this research, to find out the type of error that made by the students, error analysis was used. Besides knowing their type of error here the writer also attempt to find out the reason behind the error of the students writing. Some categories of the students' error that was found will be used to design a lesson plan particularly in designing the past tenses material.

Based on the above background, there are three problems in this research. This study is to investigate the problems as formulated as follow: (1) What are the error categories of the students in writing Past Tenses? (2) What is the major source of the students' error in writing Past Tenses? (3) How to design a lesson plan to minimize the error? Therefore, the aims of this study are (1) To find out the error categories of the students in writing Past Tenses, (2) To know the major source of the students' error in writing Past Tenses, (3) To know how to design a lesson plan based on the students' result analysis.

2. LITERATURE REVIEW

2.1 Error Analysis Theory

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).

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.

2.2 Theory of English Grammar

The theory of English grammar in this study was based on the theory of Eckersley (1960). Since English as the second or foreign language for the students, the problems in mastering the English grammar particularly English Past Tenses is difficult. The mastery of grammar is one aspect of the process of learning the second language, in this case was the Past Tenses. The students must learn the use of regular and irregular verbs, the tense, and the use of ‘to be’ in forming the Past Tenses which is different from Indonesian language.

According to Eckersley and Eckersley (1960), the Simple Past Tense is used:

- 1) to express an action wholly completed at some point, or during some period, in the past, e.g.

Peter arrived at our house yesterday.

The Simple Past Tense is usual with words or phrases that are time indicators, e.g. yesterday, last week, in 1956, or when the sentence is a question about time e.g.

When did you go there? What time was it when you arrived?

- 2) in some conditional sentences, and sentences expressing a supposition, e.g.
If Henry worked, he would pass the examination.
If I were in your place, I should accept his offer.

Fred wishes he spoke French as well as you do.
I'd rather you told me the truth.

Note that in all these sentences the Past Tense form indicates frequently both present time and future time. The Past Tense form in these cases is not used to indicate time at all but rather suppositions implying non-fulfillment or desirability, and would be more correctly described as the Past Subjunctive. It indicates that the subordinate clause does not expressed a fact. This is known as the Modal Preterite. This modal preterite is also used in the principal clause but only with the preterits of can, may, and will (i.e. could, might, would):

He could tell you a story that would make your hair stand on end.

You might give the fellow a chance; he's doing his best; he might turn out a success.

I would ask you to think carefully before you speak.

According to Thompson in "A Practical English Grammar" (1985: 303), gives the forms of active tenses and their passive equivalents as follows:

Tenses	Active Voice	Passive Voice
Simple Past	Kept	Was kept
Past Continuous	was keeping	Was being kept
Past Perfect	had kept	Had been kept

According to Eckersley and Eckersley (1960), this is formed by using was (were) and the present participle. It is used to express an action that was going on during a certain time in the past, e.g.

As I was running to the station, I met the Browns. They were driving home.

- 1) It is often used to indicate that an action was going on (like a 'background') at a time when something else, more important and more dramatic (the 'foreground' action) happened. The Simple Past Tense expresses the new action.

- 2) This tense occurs in reported speech, e.g.

He said that he was working all day on Saturday.

- 3) It is used with some conditional sentences (after if) and with suppositions (after I wish, etc.) e.g.

If your foreign visitors were staying longer they would soon perfect their English.

- 4) There is one further point to be noted. Compare the following answers to question, 'Did you hear about Henry's new job?':

a) Yes, my wife was telling me about it this morning.

b) Yes, my wife told me about it this morning.

The Past Continuous Tense in (a) suggests: '*I have heard a little about it, but I should like to hear more.*' The Simple Past Tense in (b) suggests: '*I know, more or less, all about it; I don't need any further information.*'

According to Eckersley and Eckersley (1960), this tense is formed by had + a past participle. It is used:

- 1) To speak of an action concluded before a certain time in the past or before the time of the occurrence of another action (denoted by the Simple Past Tense) and yet continuing into it, e.g.

Lucille had learned English before she came to England.

Just as the Present Perfect is used when the resultant state is still ‘now’, so the Past Perfect tense would be used to refer, at a subsequent time, to this prior action.

- 2) To express duration up to a certain time in the past, e.g. By the time I left the school I had taught that class for ten years.
- 3) In indirect speech to express an idea that, in direct speech, had been in the Present Perfect Tense, e.g.

Direct: He said, ‘I have written her a letter.’

Indirect: He said that he had written her a letter.

Or in the Simple Past Tense:

Direct: A great battle was fought on this spot in 1815.

Indirect: The guide told us that a great battle had been fought on that spot in 1815.

- 4) To express a past condition or supposition with an implied negative, e.g. If I had known that you wanted the book, I would have sent it. (Implied negative ‘but I didn’t know’.)
- 5) With such verbs as wish, hope, expect, etc., to express a past wish, hope, etc. that was not realized, e.g.
He wishes now that he had taken your advice.
- 6) With ‘as if’, e.g.

He described the scene as vividly as if he had been there.

Some of the conjunction with which the Past Perfect tense is often associated are: before, when, after, once, as soon as, until, e.g.

He came round to our house before I had finished my breakfast.

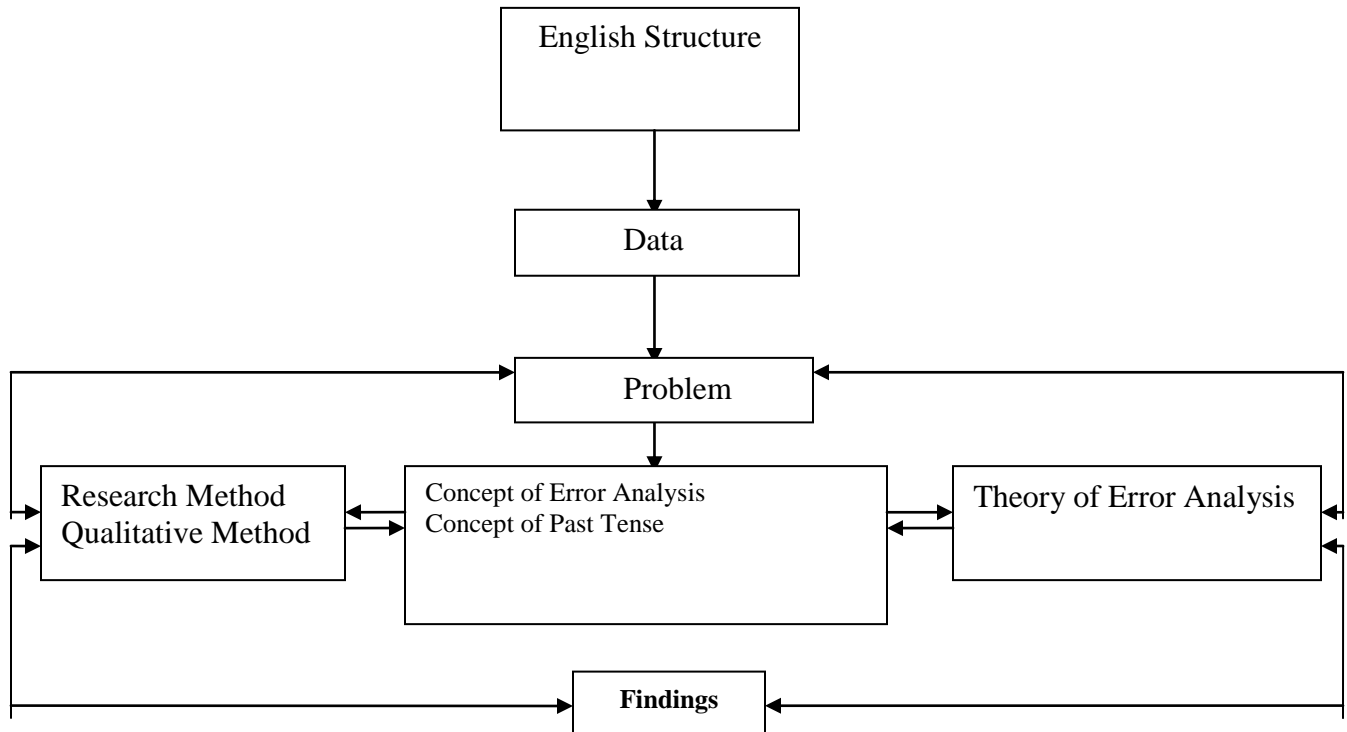
3. RESEARCH METHOD

This research took place in Sekolah Tinggi Ilmu Komputer (STIKOM) Bali at Jalan Raya Puputan Renon No. 86 Denpasar, Bali. STIKOM Bali is the first computer institution in Denpasar. It was built in 2002 and has strong commitment to provide high qualified teaching and learning program. The output is expected mastering the computer hardware and software as well as English language simultaneously. For this reason, this institution was chosen.

Since this institution opens the Dual Degree program, English becomes the most important skills for the students who sit in this program as well as the lecturers. The sampling was taken purposively from batch 7 in semester 1 academic year 2013/2014.

The data in this research was collected from the preliminary data of the students that was collected directly by the researcher from the lecturer. The data will be analyzed to find the problems in English writing. In this study, the method of documentation was used. The technique of taking note was used in analyzing the students’ writing in order to find the error in writing in form of table. The recoding data will be classified based on the error categories in form of table.

The sequences of the data analysis were as follows. Firstly, the students’ writing was evaluated to identify their error. Secondly, the error was classified according to the error categories. Thirdly, from the findings, the factor that cause the error was analyzed based on the theories that use in this study.



The above research model is the mind to help the researcher in doing the research regarding to find out the problem of the students in using English Past Tenses and to find the solution to decrease the error by designing the lesson plan that based on the result of the analysis of this study. The data of the students was analyzed using the theory of Error Analysis and English Grammar since these theories play an important role in this research.

4. ANALYSIS AND RESULT

4.1 Analyzing the Students' Error

There was 10 students' writing as the sample in this research. All the writings were analyzed in this discussion. As the title of this research is to find out the problems of the students in using past tenses, therefore, the analyzing was more focused on the use of past tenses in active or passive voice. Besides that, the other categories of errors were also diagnosed. Most of the students wrote more than one paragraph.

Student 1
Paragraph

It all started with the first registration that conducted on STIKOM College and a few days later, conducted interviews and many other events before the free English course is conducted. Finally, a free English course is provided from the college to new students that held in LPBA, a branch college of STIKOM. I get this free course about 1 month, a lot of new thing that I've encountered. I met many new friends and this is the first time I was taught by lecturers. Get new friends who can share their experiences. The lecturer was very nice the way he teaches, not only the new friends that I met here. But, when my friend graduated from junior and senior high school also I've encountered in the course. The world seemed so narrow, after running about a month, the course was over, and continued with re-registration in the college. And when the long-awaited but not desireable for prospective new students or called MABA, is a basic training or commonly referred to as OSPEK.

Example of Student's Error

Error Sentence: It all started with the first registration that conducted on STIKOM College and a few days later, conducted interviews and many other events before the free English course **is** conducted.

On the above sentence, before Verb II 'started', there must be 'to be' in past form 'was', to get the passive meaning. Besides that, 'to be' 'is' before the verb 'conducted' supposed to be in past since the activity has been done in the past. Therefore, the correct sentence might be '*It was all started with the first registration that conducted on STIKOM College and a few days later, conducted interviews and many other events before the free English course was conducted*'.

Student 2
Paragraph

Now I will tell you how my experience after I start learn in the international class and meet with new friends. First, I was shocked, why students in the international class are very slightly. In one class the number of students are not until more than 20 people. For a new student of 2013 divided into two classes, international class I and international class II. I included as an international class students in class II, with the number of students are 16 people. But that number is reduced, because there is my friend out from international class, because he want to work first. I am so sad why he out, whereas she is very good and funny. For the number of students that are slightly, there are advantages and disadvantages. If the advantages, that is the lecturers teaching easier, more comfortable condition and learning process more comfortable. While the disadvantages are not get many friends and less crowded. Okay for the first semester, quite enjoyable. I really like the courses that teached at the first semester, that are Java, discrete mathematics, and information technology. Especially for Java, I really like this course because I easily to understand. Beside getting the course, I also get the English course from Mrs.Voni. Actually I do not like for English course. You already know if I cannot speak English. But I will try, who knows after Mrs. Voni I can speak

English. For the first semester, the course run normally. I followed the final exam for the first semester, and the test result are quite satisfying.

Example of Student's Error

Error Sentence: Now I will tell you how my experience after I start learn in the international class and meet with new friends.

On the above sentence, there is an omission of 'to be' in the past in front of the noun 'my experience'. The second error is in the verb 'start' and 'learn'. There is no object for the verb 'start'. Besides that, the verb 'start' is not in past tense, then it must be in verb II 'started' since the activity was in the past. Then it would be following with the verb-ing 'learning' as the object of the verb 'started'. The last verb 'meet' also must be in past tense 'met'. Therefore, the correct sentence might be '*Now I will tell you how were my experience after I started learning in international class and met with new friends*'.

Student 3

Paragraph

We get two assignments from HELP in one semester. The assignment two more difficult than the assignment one. We only have one week to answer and submit the assignment, if we submit over from due date, so we get penalty score from HELP.

After six month passed in semester two, we take a final exam from HELP in a hall STIKOM Bali. We must take final exam from HELP and final exam from STIKOM Bali. Final exam from HELP more difficult than final exam from STIKOM Bali. I hope to get good mark in final exam from STIKOM and HELP Malaysia. I get task from STIKOM in English subject to make story one year experience in STIKOM Bali and I make it.

Example of Student's Error

Error Sentence: We get two assignments from HELP in one semester. The assignment two more difficult than the assignment one.

The first sentence is correct if the following sentence is not talking about the past activity. Then the verb of the first sentence should be in past tense. The case of the second sentence is, there is no *to be* since there is an adjective comparison. There must be *to be* in past for the singular noun. Therefore, the correct sentences might be '*We got two assignments from HELP in one semester. The assignment two was more difficult than the assignment one*'.

Student 4

Paragraphs

In the middle of the semester we have a chance to met and teached by Mr. Kok Chye Hock. He is a lecturer from HELP Univeristy Malaysia. In the meeting, he teach us more about programming principles and Data Communication. For the Programming Principle he gave us some example and some materials that can we use for the final exam. He gave us some picture how the final exam look like. As same with the programming principle he gave us some tips for Data Communication final exam. The meeting **takes** two days from morning 9 A.M. until 5 P.M. in the evening. That's meeting **very useful** because it's made us have some material that can help us in the final exam.

Not long after the meeting, it's about two weeks, we met our final exam. We **do** our final exam in the Aula on the fourth floor. First we **do** the programming principle exam. We got about three hours to do it. After the programming principle we took a rest about one hours. Then continued with the data communication exam that **takes** three hours. The exam question was hard. **Doesn't like** what I expected. So I **answer** as much as I can and left what I **can't do**. When the exam over I felt more relaxed but it's just first year exam. I have three more years until I graduated from STIKOM as an International student.

Example of Student's Error

Error Sentence: In the middle of the semester we have a chance to met and teached by Mr. Kok Chye Hock.

The modal verb of the above sentence is not in the past form,. It should be change into past form. Besides that, verb 'met' must be in present tense, since there is to infinitive in front of it. Moreover, the conjunction 'and' is not suitable to be put in there because the form of the verb actually different. After verb 'meet' there is supposed to be conjunction 'with' then followed by noun which in this case is the name of a person. Conjunction 'then' might be put after that and followed by verb 'taught'. Therefore, the correct sentence might be '*In the middle of the semester we had a chance to meet with Mr. Kok Chye Hock then to be taught by him*'.

Student 5

Paragraphs

Orientation was came and first day was held in Serangan island. Not far from my house, but my parents excited to drove me to there. Five o'clock in the morning, I arrived in there and there **are** a lot of new students in there. I knew what they feeling because I had experienced it before. Senior yelled at us to move faster and **found** our team at that area. It was dark and hard to **found** each other, but thanks again to my experienced. I **just stand** in one place and yelling my team name and finally one by one came to me and all of us gathered.

The second day was end and I hate that moment. Because all of man student must cut down their hair until remained one inch and made a photograph with a stupid style. I regret why I **did not applied** my letter of employment so I could stop the orientation. Now after I passed, I realized that orientation **is** good for us. Beside introduced us about university life, that prepare us about must be ready all the time. High school life different with university life. In high school, you and your friend gathered together at the classroom, study and next to higher grade together and you just sit and received all materials from the teachers. In college, we gathered together in classroom together and study, but you must active to **got** and learn the materials because the lecturer just as facilitator.

Example of Student's Error

Error Sentence: Not far from my house, but my parents excited to drove me to there.

There is no subject in the above writing. There must be subject and predicate. Since it talked about 'orientation' so the subject must be 'it'. Preposition 'to' is not necessary to be put in front of the adverb. Therefore, the correct sentence might be '*It was not far from my house, but my parents were excited to drive me there*'.

Student 6

Paragraphs

Assignment also become harder, but fortunately the Arithmetic and Introduction to computer let us make a group. Arithmetic let us make a group of five peoples and Introduction to computer let us make a group of 2 peoples. In Arithmetic I joined up with Dimas, Gerry, Rama, and Deva, in Introduction the computer I joined up with Sudi. The assignment for Arithmetic is to understand the material that lecture gave us and **make** a presentation from it and for Introduction to computing is to make an article and a presentation from that article. Me and my group are confused because we must understand it ourself, we can't ask all of it to the lecturer but in the end we can finished the assignment because in the internet we found a site that really explain the material and that really saved us. We also need to make a voice who will presenting the presentation and there is no problem in process to make the voice. For introduction to computer there is no problem we split the job and Sudi gave all of his job after it finished then I fused my job with Sudi's job. The only problem is Sudi can't attended when we must presented the presentation, so his score is got a cut. There is no big event and assignments in Java and English so I don't explain them.

After all of the assignments is finished, the final exam is reaching near, all of us started to study for the exam. The lecturer **is** gave us a quiz, so we can imagine the question in exam. There is a good news in Aritmethic, the lecturer let us look at the laptop for the answer of the exam. This **make** the exam become easy for all of us. For Introduction to Computer, the exam **is** quite easy too, because the question **is** same as the last quiz. Here is the bad news, for English I my mind is black again, so **I'm** not really satisfied with my answers and for Java, that **is** a disaster, because all of my friends said that the exam **is** only full with theoretical question, and no practical question, but when I saw the exam **is** full with practical question, so I **do** horribly in this exam.

Example of Student's Error

Error Sentence: Assignment also become harder, but fortunately the Arithmetic and Introduction to computer let us make a group.

The verb must also in past form. Therefore, the correct sentence might be '*Assignment also became harder, but fortunately the Arithmetic and Introduction to computer let us to make a group*'.

Student 7

Paragraph

At the real ospek session, at the first day, **take place** of buyung field. I went to the field from house about 05.00 A.M. I must **go** earlier because, the place of ospek now, prone and jams occur frequently. Because around the Buyung Field, at the moring usually they are many market activities. In that day, I and the other students, **helding** the opening ceremony for the new students in force 2012-2013. After that, ospek continued by the activities that we have did before such as, line of March, introduction about campus. But the differences, this time, ospek held in an enclosed building. So I cannot felt heat of the sun such as in Serangan Island. But I found a new problem, I felt sleepy because the atmosphere was very cool and calm. At that time, we were not aware of that, the committee gives the students permission to sleep for one hour. At that moment, many students have been sleeping very soundly. It can be happened because, many students who stay up all night to complete their task when ospek. I did not sleep because I think that, this is actually a trick to trap us to be bullied.

Example of Student's Error

Error Sentence: At the real *ospek* session, at the first day, **take place** of buying field.

In the above sentence, the verb of 'take' must be changed into VerbII. Besides that, the preposition 'of' is not correct to be put in front of the adverb of place. Then it's supposed to be preposition 'in' in front of it. Therefore, the correct sentence might be '*At the real ospek session, at the first day, took place in Buyung field*'.

Student 8

Paragraphs

So many experience in campus, in 1st-2nd semester, started from the sadness until the happiness that make me feel spirit to studied at campus and when we got the mid test we had a many difficult to answer the questions because so many the answers on my mind but I do not what my answered were true or not. Suddenly I had mistakes when I wrote my task at home but I just assemble my task. Finally my lecturer said that my tasks were wrong and some of paragraph were wrong. So I made it again and again until the task would be true.

My experience when the first class there was a funny incident at the time, when my classmates who was name Cakra. He was makes funny thing that makes all of the students laughing because he body language was unique. He does not have a friends to talk to, sometimes I often see him talking to himself.

Example of Student's Error

Error Sentence: So many experience in campus, in 1st-2nd semester, started from the sadness until the happiness that make me feel spirit to studied at campus and when we got the mid test we had a many difficult to answer the questions because so many the answers on my mind but I do not what my answered were true or not.

The above sentence is too long. It could be divided into two sentences actually. Then the Verb I should be changed into Verb II. Besides that, the plural marker is very important to be used since the noun is more than one. Passive voice of the simple past is needed in there. The definite article is also important to be added in front of the '1st-2nd semester'. Moreover, after the 'to infinitive', there must be followed by Verb I. The indefinite article of 'a' cannot be used to form the plural noun. The use of preposition 'at' is not correct since in campus the student does an activity, so it has to be changed into 'in'. The word 'difficult' is an adjective, so it should have to be changed into the noun. Therefore, the correct sentences might be '*So many experiences in campus, in the 1st-2nd semester. It was started from the sadness until the happiness that made me feel have a spirit to study in campus, and when we got the mid test, we had many difficulties to answer the questions because there were so many answers in my mind but I did not know whether my answer were true or not*'.

Student 9

Paragraph

After I register in STIKOM Bali, I confused again to choose a majors, want to choose SI (System Information) or SK (System Computer). I very confused to determine which majors would I want take, because I graduated from SMK is RPL (Rekayasa Perangkat Lunak) majors so I want to take SI(System Information). After I choose SI(System Information), there is people who gave me recommended about dual degree program, because in dual degree program only learn about SK(System Computer) and use English

language. And then I was told about that in dual degree program are also learn about SI(System Information) not just learn SK(System Computer). Finally I choose dual degree program because I want to learn about SK(System Computer) and SI(System Information) and I want to smoothen my English language. I am quiet person, so therefore I am not fluent to speak English, because many people say that the English language should be used chat though the sentence is wrong. Once I knew that I immediately want to decide to enter International class.

Example of Student’s Error

Error Sentence: After I register in STIKOM Bali, I confused again to choose a majors, want to choose SI (System Information) or SK (System Computer).

Since the activity has been completed in the past, the verb of the above sentence must be in Verb II. Besides that, the use of to be in front of the adjective ‘confused’ is very needed. After an indefinite article, the noun must be in singular form. Moreover, it seems that the above sentence has to be divided into two sentences. Then, the noun phrases in the bracket are not correct. The writer only translated the noun phrase from Indonesian into English without following the rule. Therefore, the correct sentence might be ‘*After I registered in STIKOM Bali, I was confused again to choose a major. I wanted to choose SI (Information System) or SK (Computer System)*’.

Student 10

Paragraphs

My name is Arya Deva. I am a student. This story is about my first years in STIKOM. I graduate from highschool at 2013. I decide to continue studying in a collage. So I choose STIKOM Bali. At first, I choose regular class. But one lecturer said that I can do better by join international class. Then I discuss it with my parent and they were agree. So the next day I charge the class into the international class. At first I just have one friend at that class, but went there is a meeting to submit a form on that day and when the meeting is over one student just talk about Anime. That surprise me and my friend, Dimas. Because we think that international class will be a very boring class, but in fact it’s not. After that day I have more friend and start socializing with the class before we do our orientation period.

Orientation period happen in 3 days. Before the orientation there was a pre-orientation days. In orientation day I got some friend from the regular class but only few international class join the orientation period. I think orientation period is a must, but after the orientation period was end, finally I know that international student doesn’t need an orientation certificate.

Example of Student’s Error

Error Sentence: I graduate from high school at 2013.

The verb of the above sentence must be in Verb II because the writer tells us about his past moment. Besides that, the use of the preposition ‘at’ is not correct. It’s supposed to use ‘in’ for the year. Therefore, the correct sentence might be ‘*I graduated from highschool in 2013*’.

4.2 Discussion on the Students’ Errors

Table 4.1 Category of the Students’ Error

Tenses	Active Voice	Passive Voice
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Simple Past	104 error	8 error
Past Continuous	1 error	-
Past Perfect	-	-

Based on the previous analysis, it was found that the most error of the students was in the **active simple past tense**. Almost in all students' writings, the students did not use the form of past tenses for the activity that they did in the past time. This phenomena was happened because they still used their first language's pattern. In their first language which is Indonesian, there is no different type of verb to be used in the different situation. They have only put the specific time of the activity without changing the verb. In this case, it can be concluded that the source of the most students' errors is *Interlingual error* since their error was based on the interference of their mother tongue.

Moreover, on the above analysis, there are 6 students wrote Verb II after the 'to infinitive' which is supposed to be Verb I. This phenomenon was happened because they do not understand enough with the rule in their second language (English) learning. Therefore, they seem so confused with the use of Verb II. For this reason, it can be concluded that the source of some of the students' errors was also from the *Intralingual error*.

Actually the students already knew and learned the rule in using Verb II since they were in high school. Moreover, before the lecturer asked them to write a paragraph about their experience, they have listened to the lecturer's explanation regarding to the use of past tenses. Therefore, based on this result of analysis, the lecturer also take the important role in teaching to make the students understand about it. In teaching, there must be a syllabus and lesson plan to help the lecturer to connect the students with the material.

Every school or institution has their own curriculum that consists of a plan regarding the purpose of the outcomes of the students along the learning process and also what to be learned to fulfill the objective. The syllabus needs to be arranged by the teacher as the development of the curriculum. After arranging the syllabus, the materials need to be prepared before teaching. The materials must be suitable to the syllabus. The plan of the learning process in the classroom must be arranged in the lesson plan. The last process is evaluation.

In this study, based on the analysis of the students' problems, the principle target needs is to make the students more understand to the use of active sentence in Simple Past Tenses. All students were attending pre-school when they were children. The learning process in campus is started at 8 A.M. up to 8 P.M. In the morning is the ideal time to start the learning process. The problems that might be occurred along the learning process in the class are the concentration of the students, and the noise situation since this campus is located right at the edge of the main road.

4.3 Lesson Plan

The suggested Lesson Plan was based on the result of the study of the students' error.

LESSON PLAN

Education Unit : Dual Degree Program
Level : First year university students
Study Program : Computer System
Subject : English II
Time Allocation : 2x45 Minutes

a. Competency Standard:

The students able to give information to the other people through writing in English language.

b. Basic Competency:

Understand the English sentence structure.

c. Indicators:

Able to write a paragraph in English using Simple Past Tense both in active or passive sentences.

d. Learning Objectives:

The learning objective is to enable students to write a paragraph about their experience in English.

e. Teaching Materials: writing

f. Delivery Method: Teaching, practicing, discussion.

g. Teaching aids: Laptop, whiteboard.

h. Evaluation

Scoring Procedure : Writing test

Scoring Technique : Sentence structure in Simple Past Tenses

Table 4.2 Teaching Scenario:

Teacher's Activity	Students' Activity
<p>Pre-activity: 10 minutes</p> <ol style="list-style-type: none"> 1. Greet students and check students' presence 2. Ask the students about what they want to be <p>Whilst-activity: 30 minutes</p> <ol style="list-style-type: none"> 1. Show the students a picture. 2. Ask them what they can see from the picture (the picture is about a history). 3. Ask the students to describe the picture (writing). <p>Post-activity: 30 minutes</p> <ol style="list-style-type: none"> 1. The students are asked to sit in pairs to interview their partner about what they had done in the past. 2. The students are asked to describe it in writing. 3. Conclude the lesson and give chance to students to ask question. 4. End the class 	<ol style="list-style-type: none"> 1. Respond 2. Pay attention and answer the question 3. Pay attention 4. Answer the questions 5. Describe the picture (writing) 6. Interview friend 7. Do the exercise 8. Make a conclusion

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

By doing the error analysis study, the students' error have been found and recognized. As an English lecturer, this study was very important to be done in order to find out the students' problem in learning the second language particularly English. After knowing the students' problem, it would be easier for the teacher to design the lesson plan in order to minimize the error.

There are three problems in this study. The first problem is about the category of the students' error. The finding of this study regarding to the category of the students' error is the

most students' error was in active sentence of Simple Past Tense. That was found about 104 errors of the students in using the Active Simple Past Tense. Only 8 students made errors in the use of passive Simple Past Tense. Then, only 1 student made error in active sentence of Past Continuous tense. For the second problem, the source of the students' errors was the Interlingual error. There was an interference of their mother tongue (L1) in learning the second language. Most of the students used the structure of their mother tongue (L1) in writing the English paragraph. The third is to make the Lesson Plan which was based on the result of the analysis. The Lesson Plan was completed with the teaching scenario for the students in the lecturing time. It is hope that this Lesson Plan can help them at least in build up their understanding. Then, the more exercises that the lecturer gives to them, the more they use English, and then they will more understand it.

5.2 Suggestion

From the result of the discussion on the category of the students' errors, it is hoped that this result can be used in diagnosing the source of the students' errors. Besides that, the result can be used as the reference, particularly for the English lecturer in teaching English writing to the Indonesian students.

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