STUDENTS' ERRORS IN WRITING PAST PERFECT CONTINUOUS TENSE AND TEACHER'S STRATEGIES TO ELIMINATE THEM

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Abstract

Language is important in social life. People need language to communicate in daily activities because through language, people can deliver ideas, information, and knowledge.In Indonesia, there are two languages which are important in education, they are Bahasa Indonesia and English. In Junior High School and Senior High School, Bahasa Indonesia and English are part of all subjects in National Exam. Therefore, the students need to master English and Bahasa Indonesia. So, the students are able to pass the National Exam.In addition, at the pre-school level, English has also been taught to children aged 4-5 years. Besides that, there are many non-formal education programs that teach English to people. Because of those reasons, learning English is not easy because English itself is a foreign language in Indonesia. According to Brown (2007:257) learning a foreign language is not like native language learning. In learning a foreign or second language there would be trial and error. When students learn a foreign language, they will learn the different rules of both languages. In English language there are 16 verb tenses, meanwhile in Indonesia language, there is no sequence in the tenses.The objective of this study is to identify the type of errors commonly made by Second Semester Students of English Department of Pekalongan University in making past perfect continuous sentencesThe research method of this study is a qualitative research. The aim of this study is to describe and analyze the types of errors made by Second Semester Students of English Department of Pekalongan University in using past perfect continuous tense and to find out teacher's strategies to eliminate the errors made by the Second Semester Students of English Department of Pekalongan University.

Keywords: *Errors Analyis, Identification, Past Perfect Continuous Tense*

Introduction

Language is important in social life. People need language to communicate in daily activities because through language, people can deliver ideas, information, and knowledge.

In Indonesia, there are two languages which are important in education, they are Bahasa Indonesia and English. In Junior High School and Senior High School, Bahasa Indonesia and English are part of all subjects in National Exam. Therefore, the students need to master English and Bahasa. Indonesia. So, the students are able to pass the National Exam.

In addition, at the pre-school level, English has also been taught to children aged 4-5 years. Besides that, there are many non-formal education programs that teach English to people. Because of those reasons, learning English is not easy because English itself is a foreign language in Indonesia. According to Brown (2007:257) learning a foreign language is not like native language learning. In learning a foreign or second language there would be trial and error. When students learn a foreign language, they will learn the different rules of both languages. In English language there are 16 verb tenses, meanwhile in Indonesia language, there is no sequence in the tenses.

Since English is regarded as a foreign language in Indonesia, people should do more efforts in learning English, because they need to use new vocabularies, new

grammatical rules and new pronunciations. However, they do not use English in their communication. As Canale and Swain (1980) said in H.Douglas Brown's book Principles of Language Learning

Research Method

This research used descriptive qualitative design. Miles and Huberman (1992) state that Descriptive-qualitative method design is a procedure of research for collecting, analyzing and describe qualitative in a series of studies to understand a research problem. The aim of this study is to describe and analyze the types of errors made by Second Semester Students of English Department of Pekalongan University in using past perfect continuous tense and to find out teacher's strategies to eliminate the errors made by the Second Semester Students of English Department of Pekalongan University.

Research object is the variabel of the primary problem of the research. In this research the writer will conduct a research that the object of the research would be students' ability in writing past perfect continuous tense. The subject of this research will be the second Semester Students of English Department of Pekalongan University that located at Jalan Sriwijaya No. 3, Bendan, Pekalongan Barat, Kota Pekalongan In this research, the researcher used three steps:

Identifying

In the first step, the researcher has identified the errors based on students' answer and compare the answer with the correct answer. Meanwhile, for teacher's strategy the researcher identify the strategy based on teacher's interview with the researcher.

Describing

The researcher described the students' errors by classified the errors into some types of errors.

Interviewing

The researcher showed the data that has been analized to the English teacher and ask the teacher what strategies are most suitable for eliminating the problem. The writer use semi-structured interviews to support the data which obtain from test. The writer take a record while doing interview..

Research Discussion

The main instrument of this research was documentation, the researcher asked the students to make three sentences. In collecting the data, the researcher identified 60 sentences from test of fourty students in English Department of UNIKAL. Then, after checking the students' sentences. The common errors that are made by the students in learning the past perfect tense are Ommision, Addition, Misformation, and Misordering based on Surface Strategy Taxonomy. The proportions of errors committed by the students in using the past perfect tense are misformation error from the test with 24 error items and, then the result of addition error from the test with 16 error items, After that ommision error from the test is 17 error items, and misordering error from the test is 3 error items. It shows that the highest error from misformation, and the lowest error is misordering.

After collecting the data from the students, the writer got common of errors from their sentences based on Surface Strategy Taxonomy, they are ommision, addition, misformation, and misordering. After identifying and classifying the types of errors.

The Percentage of Students Errors

Type of Errors	Frequency	Percentage
Ommision	17	28,33 %
Addition	16	26,67 %
Misformation	24	40 %
Misordering	3	5 %
Total	**60**	**100 %**

$$\frac{F}{V} \times 100\% = result$$

F = Frequency

V = Total number of sentences

Conclusion

Based on the analysis of the data, the writerconcluded that there were commons of errors made by students in writing past perfect tense sentences based on Surface Strategy Taxonomy. They are in form of ommision, addition, misformation, and misordering. The total numbers of errors commited by 20 students in test are 60 items..

Suggestion

1. For the English Teacher

The teacher should explain more clearly and detail about the material and give lots of variation examples of past perfect tense. So, the students will not get confuse to make past perfect tense sentences. In addition, the teacher should apply attractive method in teaching to get more attention from the students.

2. For Students

Students must pay attention when the teacher explain the material, especially in past perfect tense. If the students do not understand about the material, try to ask theteacher to get the detail explanation.

3. For Other Researchers

The other researchers can do research with the same object and different perspective in other grammatical pattern of English, because of many students still havelack of grammar. The writer recommends to other researchers to try narrowing this reasearch of error made by student.

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