



AN ERROR ANALYSIS OF USING SIMPLE PAST TENSE ON STUDENTS' WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMP NEGERI 4 TUHEMBERUA IN 2020/2021

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Abstract: The research is about errors that occurred in the students' writing of using simple past tense in writing recount text by the eighth grade students of SMP Negeri 4 Tuhemberua. Recount text is one of material which is involved in the syllabus. In learning a second language, making errors cannot be avoided because the students use the rules of their first language to a second language. Most students assume that writing is the most difficult skill. Thus, students often make errors. The research was conducted based on the consideration that simple past tense has an important role in writing recount text. The purposes of the research are to analyze the dominant types of errors found and to find out the sources of the errors found. The research method used is qualitative method. The research was conducted at SMP Negeri 4 Tuhemberua. The informant of the research was class VIII-1 students of SMP Negeri 4 Tuhemberua. there were 20 students. The steps of data analysis consist of collecting the sample, identifying errors, describing the errors, explaining the errors, and evaluating errors. To analyze the data, the research used types of error based on Dulay's theory and source of error based on Brown's theory. The result of the error analysis process showed that misinformation was the error which most frequently produced by the students which consists of 111 or 71%, it is followed by omission with 41 or 26%. The next is addition which consists of 5 or 3%, and the last is misordering with 0 errors or 0%. Then, for the sources of error, intralingual was the highest frequency of the students' response with the frequency of source was 49 or 43%, interlingual was 46 or 40%, Communication strategies was 13 or 11% and context of learning was 7 or 6%. Regarding to the results, the researcher suggests the English teacher should improve their teaching method by using effective teaching technique to make the students understand the material better and reduce the errors in their sentence. The researcher also expects the next researchers to conduct the same research to find out the types of errors and its sources in using simple past tense in the future.

Keywords: Error Analysis, Simple Past Tense, Recount Text.

1 INTRODUCTION

In Indonesia, English is a foreign language. English has been the most important foreign language which is on the curriculum at school. It means that English as a foreign language becomes one of the

subjects of the school curriculum. Learning a foreign language is an integrated process that the learner should study the four basic skills : listening, speaking, reading, and writing. In this research the researcher focuses on writing skill. Nik et al (2010:1) says that writing is said to be a difficult skill

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to master and to be an effective writer. We need a great ideal of skills like writing readiness and grammatical rules. Writing is not only a skill that is applied to record one's knowledge, but also when dealing with learning and understanding. Having more knowledge about language skills will have a much better chance of understanding and being understood and getting what you want and need from the surrounding environment.

In syllabus of 2013 Curriculum of SMP N. 4 Tuhemberua, it was stated that writing is included as one of the skills that should be taught to the students. In this study, the researcher focuses on research an error analysis on the use of simple past in recount text and this research is relate to writing skill of students because writing skill is different from other skill in English learning process. Writing is one of four skills in English and important since writing can make us to express anything in a paper, writing can help us to remain our idea after we read information. Nunan (2003:88) says writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. As productive skill, writing is the most difficult skill. It is supported by Richards and Renandya (2002) state that there is no doubt that writing is the most difficult skill for second language learners to master. The difficulties are not only for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules.

Meanwhile, based on the preliminary observation and informal interview at the Eighth Grade of SMP Negeri 4 Tuhemberua, students made errors in grammatical exactly on the simple past tense. Based on the explanation previously, the students still commonly made an error in writing their past experience especially in the verb past tense between a regular and irregular verb, to be and the organization of

the text that has been made. The students wrote their past experiences by using translation Indonesian into English. It made the student's difficult to differentiate the verb from Indonesian into English. Some of them still used present in writing the verb and also use verb-*ing* that becomes noun in the sentence. For instance, students wrote 'I wanted to went', but actually the case is 'I wanted to go'. Unfortunately, not all teachers provide several needed actions to solve these problems. Then, the students made their mistakes repeatedly because they did not have the correction and more practice until the error happens to the students. The students could not achieve the targets because their knowledge in English was lack, particularly in grammar. Making errors during the process of foreign language learning is a natural process because the students are still learning. The teacher should be aware of these errors and correct them to avoid them making errors by analyzing what the learners are doing. It is clearly stated because of these problems the researcher interest to analyze the students' writing of using simple past tense while writing recount text because the syllabus in junior high school expects the students to write good recount text.

Thus, error analysis is very important because the researcher knew the types of errors done by students of using past tense in writing recount text and the factors that influence their errors. Errors are very usual in writing paragraphs or essays, so errors analysis is needed by teachers to correct the student's essay. According to Johanson in Keshavarz (2012:65), error analysis is the best tool for describing and explaining errors made by second or foreign language learners. It is supported by James (2013:1) who says that Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Therefore, error analysis has an important role to find out what aspects of grammar are difficult for the students, by error analysis

can identify what errors that made by the students.

Review of Related Literature

1) Definition of Error

Learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. In a language process, it is a common acceptable thing in order to learn a language, most of the students, both native and non-native make errors in their learning process. Furthermore, learning a target language is a process which involves making errors. Eventhough, any students attempting to avoid making errors is impossible. According to Alberto (2008:137) An error is made when the deviation arises as a result of lack of knowledge. Kezhavarz (2012:60), “Errors are considered to be systematic, governed by rule, and appear because a learner’s knowledge of the rules of the target language is incomplete”.

2) Types of Errors

In conducting this research, the researcher proposes some classisfication of error depending on the location of error made by the students based on the theory. To know the type of error needed in the process of analysis. Dulay (1982: 146) proposes that errors can be classified into four types, they are:

1) Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission errors occur when an element of the sentence that could be presented is omitted or by absence of an item that must appear in a well-form utterance and it often occurs in form of morpheme. For Example : “I not study English last night”. The sentence should be : “I did not study English last night”.

2) Error of Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which should not appears in a well-formed utterance.

There are three types of addition errors, they are:

- a) Double marking, two items rather than one are marked for the same feature. For example:
 - With did not *know* tired. It should be With did not tired
 - We *didn’t went* there. It should be We didn’t go there
- b) Regularizations, a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example *sheeps* and *putted* are both regularizations in which the regular plural and past tense markers –s and –ed respectively, have been added to items which do not take marker.
- c) Simple additions, if an addition error is not a double marking or regularization, it is called a simple addition. For example, “On over here/ in over here” The preposition *in* and *on* are never used while saying over here. For example in past tense (irregular), “ the train is gonna *broke* it.”

3) Error of Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misinformation errors the learner supplies something, although it is incorrect. Example:

- a) The dog *eated* the chicken.
It should be: the dog *ate* the chicken
- b) I *doesn’t* know him.
It should be: I *don’t* know him.

4) Error of Misordering

Errors of misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example “Yesterday, she at was home” it should be “Yesterday, she was at home”.

3) Sources of Error

One of the strategies to prevent the learners from making same error again is by looking at the causes of error itself. According to Brown (1980:174) there are four sources of errors. Those are interlingual transfer, intralingual transfer, context of learning and communication strategy.

1) Interlingual Error

The error of using first language rules which deviate with the target language. The error caused by the mother tongue interference. The learners are influenced by the persistence of their native language in using the target language.

2) Intralingual Error

Intralingual is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language. Intralingual errors occur as a result of learners attempt to build up the concepts and hypotheses about the target language from their limited experience with it.

3) Context of Learning

Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. “Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. The teacher or a textbook can be one of the sources of errors that made by the learners in the classroom. It is caused by the learner make faulty hypothesis about the language. The learners often make error because of misleading explanation from the teacher, the faulty presentation of the structure in

textbooks, or the concept of item that is memorized by drilling but it's not proper with the other context.

4) Communication Strategies

Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. Communication strategies caused by the learners' learning techniques.

2. METHOD

Procedures of Collecting Data

In collecting the data, the researcher used students' recount text writing documentation and interview. Creswell (2014:239) states that the data collection of qualitative research consists of some procedures as follows : identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. Regarding to the theory above, the researcher followed this procedure. The researcher identified the informant of the research namely Class VIII-1 SMP Negeri 4 Tuhemberua, decided the number of participants that consisted of 20 students, the types of data collected are recount text and transcripts of interview, as well as the researcher collected the data through student's recount text writing documentation and interview.

After collecting students' recount text writing documentation, the researcher analyzed it in order to get the types of errors and formulate the questions at once use in interview depending on the types of errors made by the students. Then, the researcher interviewed the students in obtaining the reason why did the students made errors in using the simple past tense of recount text

as well as the researcher interviewed the English teacher to know what the difficulties faced by the students. After all the data has been collected, then the researcher analyzed it.

Technique of Data Analysis

The technique of data analysis which was used by the researcher in the research is qualitative analysis technique which is functioned is to describe and interpret the result of qualitative data. In analyzing the data, the researcher followed a procedure based on the theory of Corder (1974) in Ellis (1994: 48), as follows:

- a. Identification of the errors. It requires the determination of elements in the sample of the students' writing which deviate from the target in some way.
- b. Description of errors, it involves specifying how the forms by the students differ from the target form. The errors are specified in some classifications such as omission, addition, misformation, and misordering.
- c. Explanation of errors, it analyzes the cause of errors made by the students by considering the description of errors.
- d. Evaluation. It involves the analysis of what effect the error has, on whoever is being addressed.

Thus, the researcher adopted these steps. In combining the data from both instruments students' writing documentation and interview, the researcher explained the errors made by the students as the result from the students' recount text writing documentation. After that, the researcher explained and classified the causes of errors made by the students in writing recount text based on the data from interview work. Thus, by comparing and integrating each other, the researcher took the conclusion through interpretation.

3. FINDING AND DISCUSSION

The Result of Analysis the Student's Writing Documentation

Based on the research design, the researcher collected the students' worksheets documentation about recount text, the data was obtained from the English teacher of class VIII-1 SMP Negeri 4 Tuhemberua. After collecting the students' recount text writing, the researcher conducted an analysis of the students' recount text based on the procedures of error analysis namely identification of errors (the researcher identified the location of errors made by the students), description of errors (the researcher classified errors into four categories : Omission, Addition, Misformation, Misordering), explanation of errors (the researcher explained the sources of errors) and evaluation of errors (the researcher evaluated the errors and made possible correction of error itself). There were many errors that the researcher found after analyzed the students' recount text but as stated in the preceding chapter that this research is focused in using simple past tense in recount text.

After analysing the students' recount text, then the researcher counted the errors by using the table and calculated the number of types of error. Next, the researcher processed the calculation of the result on percentage. Next, the researcher processed the calculation of the result in percentages to get the dominant errors. The sequence of the number of students and the frequency of students' error is seen in the following table.

Table 1
THE SEQUENCE OF THE NUMBER OF STUDENTS AND THE FREQUENCY OF STUDENTS' ERROR IN USING SIMPLE PAST TENSE

NO	TYPES OF ERROR	FREQUENCY OF STUDENTS' ERROR	PERCENTAGE OF ERROR	NOTE
1	MISFORMATION	20	111 (71%)	Misformation is the dominant

2	OMISSIO N	16	41 (26 %)	error found in the students' writing
3	ADDITIO N	4	5 (3 %)	
4	MISORD ERING	0	0 (0 %)	

The Analysis and Explanation of the Sources of Error

In conducting the research of the analysis of students' error on using simple past tense, it was important also to explain the sources of error that the students made in writing recount text. The sources of errors were identified through the identification stage based on analysis of the students' answer in interview activity. The type of error that has been known could lead the researcher to find the source of the errors. By determining the source of error, the teacher would understand why the students made errors. In the research, the researcher has recapitulated the sequence of the sources of the students' error based on the students' answer in interview sheets and it has been clasified into four categories of source itself namely interlingual, intralingual, context of learning and communication strategies. The sequence of the sources of error, frequency and percentages are seen in the table below.

Table 2
THE SEQUENCE OF THE SOURCES OF
THE STUDENTS' ERROR IN USING
SIMPLE PAST TENSE

NO.	SOURCE OF ERROR	NUMBER OF STUDENT	FREQUENCY OF SOURCE
1.	INTRALINGUAL	12	49 (43 %)
2.	INTERLINGUAL	10	46 (40 %)
3.	COMMUNICATION STRATEGIES	5	13 (11 %)
4.	CONTEXT OF LEARNING	3	7 (6 %)

4. CONCLUSION

Dealing with the result of the research from the students' recount writing and interview, it can be concluded that the students of VIII – 1 of SMP Negeri 4 Tuhemberua still commit errors in using simple past tense in writing recount. The research findings that the researcher carry out indicate that the type of error that mainly made by the students is Misformation with the frequency of error is 111 or 71%, Omission with the frequency of error is 41 or 26%, Addition with the frequency of error is 5 or 3%, and Misordering with the frequency of error is 0 or 0%.

The research findings also indicate that the major source of error made by the students in using simple past tense is Intralingual with the frequency of source is 49 or 43%, this source is affected by the less understanding and comprehension of the students about simple past tense. The second source is Interlingual with the frequency of source is 46 or 40%, this source is affected by the interference of the students' first language, Indonesia language. The third is Communication Strategies with the frequency of error is 13 or 11% and the fourth is Context of Learning with the frequency of the source is 7 or 6%.

ACKNOWLEDGEMENTS

The researchers wish to express her gratitude to God who has given health and strength for the researchers to write this thesis. Because of his mercy the researcher could arrange and finish writing this thesis in time. In conducting this research knows and feels that without support from consultants and friends, the researchers were not able to finish this research.

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