

## AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN STUDENTS' RECOUNT TEXT WRITING

Griffit Patricia Lionny<sup>1</sup>, Hermariyanti Kusumadewi<sup>2</sup>

<sup>1,2</sup>Universitas Indraprasta PGRI, Jalan Nangka No.58C, Jagakarsa, Tanjung Barat, Jakarta Selatan 12530, Indonesia

Corresponding Author(S): [kharmariyanti@gmail.com](mailto:kharmariyanti@gmail.com)

### Abstract:

This research was conducted based on the phenomenon happened in the school. The students had low ability in grammar. They got difficulty in constructing sentences by using some tenses. Therefore, this thesis discussed the error analysis on using simple past tense in writing recount text. The purpose of this research was to classify the types of errors made by the students and find out the sources of errors which students made on using past tense in writing recount text. This research was conducted based on descriptive qualitative analysis. The subjects of the research were the students at the first semester of SMA Mardi Yuana Depok Class X Social III which consisted of 20 students, it was considered by using purposive sampling technique. In collecting the data, this research used writing task to identify the students' errors on using action verb in writing recount text based on linguistic category taxonomy and sources of errors according to Brown's theory. The result of the research showed that there were 4 types of errors made by the students. The highest two common errors were Misinformation errors 30 or 37,5% and Omission errors 24 or 30%. The lowest two errors were Addition errors that were 14 items or 17,5% and Mis-ordering with 12 items or 15%. Based on the total result types of errors, this research found that Interlingual Transfer was the major source of errors made by the students.

### Keywords:

Error analysis, Past Tense, Recount Text



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## INTRODUCTION

Learning English as a foreign language is an associate degree integrated method in this learner ought to acquire the four basic skills: speaking, listening, reading, and writing. So as to use a language well, learners ought to learn the principles of the language or to understand however they work. (Richards and Renandya, 2002:303) states that the foremost troublesome and complex talent to master for learning English as a far-off Language the writing ability. Writing skills embrace all the information and skills associated with expressing ideas through the word. smart writing has to have a smart vocabulary, correct synchronic linguistics, and spellings alongside good punctuation. this can be the structure that makes reading a joy and a pleasure. Next, the writing should be coherent. Coherent suggests that it needs to be. It ought to be logically connected and also the events ought to flow properly to create sense to the reader.

Gerot and Wignell (1994:2) state that synchronic linguistics could be a theory of language of however language is placed along and the way it works. Between Indonesian and English, the structural square measure totally different. it's straightforward for college students to create grammatical errors. In alternative words, Indonesian students might notice difficulties in the exploitation of the right structure in English. In the Indonesian context, the government places English as a far off language. the government recommends colleges to introduce English that English becomes a college subject. Evans (2009) might underline the choice of decisive English as a college subject. He declared that English is such a vital subject, thus vital to learners' instructional, cultural and social development, become subject to vital external pressures, typically of associate degree overtly political nature. So as to use a language well, learners ought to learn the principles of the language or to understand however they work. They can not avoid errors as a result of largely occur in the learning method. It happens as a result of they use totally different forms to delivers their ideas or message in order that they want a sizeable quantity of your time to be able to master the target language well.

Error are some things done wrong by the scholars as a result of they don't recognize what's correct. creating errors are natural and inescapable part of the method of learning English. several varieties of errors arise once the learners write as a result of they are doing not master English structure well. Also, errors are the lack of learners in victimization rules of the elements and parts of the second language. Not all of the utterer has the flexibility to analyze and measure the errors that seem in language production. United Nations agency people that folks that those who are consultants within the field of language or who have data of foreign language, e.g. teachers, linguists, and translators, permits it to perform a thorough analysis to find the language errors. the majority of learners should create errors after they are learning English as a result of it's troublesome to separate error within the method of learning English. Students' errors are helpful ways in which of showing what they need and haven't to be told. The learners' errors which might be ascertained, analyzed and classified to reveal one thing of the system in operation inside the learner, junction rectifier to a surge of study of learner's errors, known as Error Analysis (EA) (Brown, 2000:218).

The structure is one of the foremost sophisticated rules in writing English for non-native learners, particularly in descriptive linguistics. It's to not be expected that study of the descriptive linguistics, despite however smart a descriptive linguistics it's or however rigorously it's educated, can have an effect on any huge improvement in writing. one amongst writing text that has got to be made by learners is recount text. It is a chunk of text that retells past events, sometimes within the order during which they happened. A recount text aims to grant the audience an outline of what occurred and once it occurred. straightforward tense may be a part of tenses that an event had occurred (past). Tense is claimed to was straightforward as a result of straightforward tense simply need to supply info a few jobs that have occurred within the past while not need to indicate that his job was being perpetrated. The time of prevalence (yesterday, 2 days past, last year) or timeline (for 2 months, daytime, for one hour) is specifically mentioned.

## METHOD

Data collecting is incredibly necessary during this analysis, the tactic utilized in this research is to gather the data are test and documentation. According Arikunto (2002:198) test is used to measure the basic capabilities and achievements, especially for learning achievement, test commonly used in school can be divided into two categories: Test Created by Teacher (Test made by the teacher with particular procedure, but no trials have repeatedly then is not yet known features and benefits.), Standardized Test (It is a test that's typically already provided within the testing agencies, that are already quality warranted. And standardized test trial has been practiced repeatedly therefore it will be aforementioned adequate.) Test as instrument as data collection will help the writer easily collect the data. The researchers gave test to the students in order to be done. They had to make a letter to tell their past experiences.

There were following steps in Error analysis research; collection of a sample of learner language, identification, description, explanation, and evaluation of errors. This research will analyze the grammatical errors in using simple past tense in recount text to know the dominant errors made by the students and what is the kind of the errors commonly. In analyzing the students' errors, the writer will use descriptive analysis. A descriptive research is used to know the type of errors in used simple past tense by the students. In descriptive technique the researchers will analyze the text sheet which has been made by the students. The second step in analyzing students' error was identification of the errors. The identification was done by reading the students' writing task and underlying the errors.

The third step was description the errors made according to the Dulay's Surface Strategy Taxonomy. The taxonomy talked about many errors types that commonly found in second language learners' sentences. The types of errors were *omission*, *addition*, *misinformation*, and *misordering*. If the sentences contained errors, they were classified according to the error type's taxonomy. The result of the classification was calculated by the frequency and the percentage of each error.

The writer classified and identified the data based on the theory of the description of the using of simple past tense. And account the data to analyze how many percent of errors made by the students, the researchers used percentage formula as Sudijono (1997:4) stated:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of the error

F = Frequency of the error

N = Total number of the error

**Table 1. Table of Error Classification**

No.	Error Identification	Error Correction
1		
2		
3		
...		

**Table 2. Table of Error Frequency**

Types	Freq of Error	Percentage (%)
Omission		
Addition		
Misinformation		
Misordering		

The fourth step called explanation. This step was concerned with establishing the source of the error, i.e. accounting for why it was made. The errors found were classified per its sources. They were classified as a slip-up that came from: interlingual errors, intralingual errors, and developmental errors

The last step was evaluating errors. In this step, after the learner errors found, the researchers gave a correction of the wrong sentences. The correction was used as an evaluation for both learner and teacher.

## RESULTS AND DISCUSSION

### *Results*

There were many errors that the researchers found after the test but as stated in the preceding chapter that this research is focused on the kinds of errors made by the first-year students of SMA Mardi Yuana Depok on word order in past tense. The data was gathered by giving assignments which focused on making recount text in using past tense. The researchers identified the students' error by analyzing the students written in the form given by the researchers to know number and the error types made by the students of SMA Mardi Yuana Depok in the academic year of 2021/2022. The percentage of errors made by students furthermore describes on the table below:

**Table 3. The percentage of errors made by students**

Type of Error	Total	Percentage
Omission	24	30%
Addition	14	17,5%
Misinformation	30	37,5%
Misordering	12	15%
Total	80	100%

From the table, it can be inferred that the highest errors based on linguistic category taxonomy is Misinformation that is 30 items or 37,5% and the second most common error is Omission with 24 items or 30%. In Bahasa Indonesia the transformation of verb from present to past or future tense was not available. This pattern explained the errors occurred. Moreover, the verbs of past tense are divided into regular and irregular form and sometimes it confuses the students. Meanwhile, the two lowest places are taken by Addition that has 14 errors or 17,5% and Misordering with 12 errors or 15%. Based on the data, it can be concluded that the students may already have varies of vocabularies but they got difficulties in changing them according to the past form which is the rule in writing s recount text.

This are the example of some sentence that contains error that the students made;

**Misordering:**

1. .... *until finally my mom realized*

It should be **Until my mom finally realized**

2. *I was so crybaby when my parents wanted to go to work, the first time I went to kindergarten*

It should be **the first time I went to kindergarten; I was a cry baby when my parents wanted to go to work**

3. *I will go home for Christmas this year if possible*

It should be **If Possible, I will go home for Christmas this year.**

**Misinformation:**

1. *I cannot going everywhere.*

It should be **I cannot go anywhere**

2. *It took 30 minutes to walking from my home to the station*

It should be **It took 30 minutes to walk from my home to the station**

3. *We spend a lot of time together*

It should be **We spent a lot of time together**

**Addition:**

1. *... in the afternoon we're went back*

It should be .... **in the afternoon we went back**

2. *... who are used to spending time*

It should be ... **who used to spend time**

3. *I won the 1st place*

It should be **I won 1st place**

**Omission:**

1. *we kept on the phone*

It should be **We kept talking on the phone**

2. *I went because it was the weekend*

It should be **I went because it was on the weekend**

3. *We met the first time in my class.*

It should be **We met for the first time in my class.**

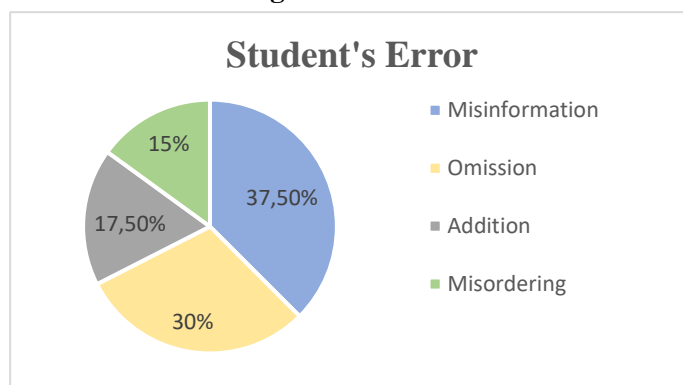
After analyzing the data, the researchers assumed that the error caused by **interlingual transfer** because Bahasa Indonesia has a very different grammatical rules from English. The verb doesn't have to change to show whether it is from the present, past, or future in Bahasa Indonesia. Meanwhile in English, verb needs to change depending on the preset of the rime, whether it'll be present, past, or future to express the tense.

This especially applies for the past verb, which are divided into regular and irregular verb that makes it confusing for the students because it is not the same with what they're familiar with in Bahasa Indonesia. Sometimes, it also happens when students have already learned the grammar rule and they applied the rule for all other languages regarding the original rules of each language. This source of error is called the intralingual transfer. The

students made errors in producing a verb in past form which makes them failed to translate the simple verbs into past verb in regular and irregular verbs.

The percentages of students' errors are converted into a pie chart. The pie chart covers the highest number until the lowest as follows:

**Figure. 1**



### **Discussion**

This research focused on the types of error based on the use of simple past tense on recount text. To determine that the result was error, this research gave the students an assignment for them to make their own recount text. The researchers corrected the students; work by highlighting the errors and gives them the correct form of the said mistake. The researchers had analyzed the common error of using past tense that were made by the students.

From the result of the test, the researchers found some findings of average percentage errors made by the students as follows: Misinformation that is 37,5% and the second is Omission with 30%. It could be concluded that the most common error that made by the students is Misinformation. The writer agrees with Afifatul Milah (2016) research result, which titled as "AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN STUDENTS' RECOUNT TEXT WRITING". The objective of her study was to analyze the common error on students' writing made by tenth grade students of MA NU Banat Kudus. The research finding showed that the common kind of errors that the students made from the lowest to the highest were 3 errors in Misordering (2%), 9 errors of Addition (6%), 56 errors of Omission (38%) and 79 errors of Misinformation (54%). The students mostly misinformed irregular verbs in Simple Past Tense sentence.

The research from both, the writer and from Afifatul above could prove that the students still faced difficulties in using word order. For example, in the researchers' result, students made an error in past verb. the student wrote "*We spend a lot of time together*". Whereas, the correct answer is "*We spent a lot of time together*" Because they are confused with use usage of grammar, the way English grammar is so different with their mother tongue. And the other errors commonly made by the students are Omission, which errors made because they forgot to add missing component into their sentence. They cannot use the correct sentence such as '*We met for the first time in my class*', instead they wrote "*We met the first time in my class.*"

Errors in learning process is something that's natural and unavoidable. Although it seems natural, students should learn and understand more about grammar to enhance their knowledge and decreased their errors at writing in English. One of the key factors that cause the error committed by respondent come from the internal of their individual self. So, it is important for the teachers to pay more attention about the ability and interest of students when learning English in order for the students could improve their knowledge and they could use English better. This is appropriate with Hubbard (1983) he stated that errors could occur because of teaching material or method. If the material is well chosen, graded, and presented with meticulous care, errors could be minimized. A method that is chosen must be good in order that students feel comfortable and enjoy in receiving input from teachers.

## **CONCLUSION**

Based on the explanation and the description in the previous chapter, this research would like to draw a conclusion that the tenth-grade students of SMA Mardi Yuana Depok still made many errors on simple past tense in writing recount text. The most common types of errors made by the students are Misinformation with the number of errors was 30 or 37,5% and Omission with 24 errors or 30%.

Interlingual transfer was the major source of the errors. These errors were caused by mother tongue interference. Students often translated what they want to deliver in their writing from their mother tongue to the new language. In the simple past tense. All the errors they made occurred when they tried to tell their experience in English based on the comprehension and vocabularies, they had in their mind. So, in conclusion, the tenth-grade students of SMA Mardi Yuana Depok made the errors when they tried to share and write their experience in English based on the comprehension and vocabularies they had in their mind.

Based on the finding of the research, this research would like to give some suggestion related to this result of the research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

### ***Suggestion for Teacher:***

1. Teacher should improve themselves in order to share their knowledge to the students
2. Teacher should try to give extra time towards students who still didn't really grasp the concept of Tenses and Word Order
3. The teacher has to make the students aware of their mistakes by letting them correct their errors with partner. Besides, this will make students see and realize their own mistakes easier. It will also motivate them in learning process by doing it in pair.
4. The teacher should give a clear and understandable feedback towards the students' writing and communicate their progress in writing to make sure they won't make the same error in the future.

### ***Suggestion for Students:***

1. Students should start practicing their writing skill. This can be started with writing simple things, like a one simple sentence every day or write about their days went.
2. Students should pay more attention to the material that the teacher's share about Tenses and Word Order, especially about Simple Past Tense.

3. Students should do all of their homework given by the teacher as a media to exercise their writing skill in English.

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