AN ERROR ANALYSIS IN THE USE OF SIMPLE PAST TENSE IN WRITING RECOUNT TEXT

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Abstract

Writing is one of four English skills besides listening, reading, speaking, and writing. Writing is the most difficult for the teachers and students from those four language skill taught at elementary school to the university level. The difficulties are in generating idea as well as in translating ideas into readable text. there are components to product the writing text well: punctuation, grammar, and mechanics.The method used in this research was a descriptive study included as qualitative research. Furthermore, the data were collected through test, interview both students and english teacher. The purpose of this study were to find out their frequency of occurrence and to find out the sources of errors which students made in using the simple past tense in writing recount text.The result of the data, showed that students commited errors into four types: omission. Addition, misformation, and misordering. From the frequency of each error types, misformation was the error which most frequently produced by the students. It took 52.5 % of the total errors. Moreover, 26.7 % errors fell into omission and 16.8 % errors fell into addition. Whereas, for error of ordering it only took 4.9%. These errors were conducted because most of students still influenced by their mother tongue (Interlingual transfer). Besides, errors occured because students generalized the rule and applied it incompletely (intralingual transfer). The implication of this research give direction and the alternative to teacher in implementation error analysis for english classroom. In future, it provides the advantages to developing the teaching method for English teachers' professional development.

Keywords: Error analysis, simple past tense, recount text

INTRODUCTION

English is the foreign language in Indonesia, which is taught from elementary to university level. English is also intensively used in international communication either in written or in spoken communication. Harmer (2001: 2) predicted that English would remain dominant among world language and remain a vital linguistic tool for many business people, academicians, tourist and citizens of the world wish to communicate easily across nationalities. In addition, many books of science, technology, art and other published issues are written in English.

Language learning in school includes four language skills: listening, speaking, reading, and writing. In the opinion of (Zohreh

and Ali, 2013: 53) Writing is complicated because the student needs to do everything at once such as producing words, sentences, paragraphs and the other composition to make a good writing. Writing needs hard thinking to produce words or vocabularies, sentences, paragraphs at the same time. Meanwhile according to Nurgiyantoro (2013, p. 273) writing or composing skills is to pour ideas into written language through sentences that are strung together and clearly so that they can communicated to the reader successfully.

In learning writing, there is grammar that is applied in order that the students can use English well and correctly. Grammar is a picture how words can change their shapes and can be combined into sentences in the language. According to Syarif (2014) for some students in Indonesia it is not easy to change the form and combine the words into sentences. They seem to have a problem in mastering English grammar especially about tenses. One example is simple past tense structure which is the change of first verb form into a second verb which is caused by a change in time that is from the present time changed into the past.

Based on School Based Curriculum (KTSP), recount is kind of text which must be learnt by eight grade students of Junior High School. A recount text is a kind of English text that retells events or experiences in the past. According to Derewianka (1990) A recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. To create a recount text,simple past tense structure is the structure used in making it. Simple past indicates that a certain activity in the past (Azar, 2002, p. 27).

However, the researcher found that students in Eight Grade still dificult in learning tenses in writing recount text. because they did not know the meaning of the words. Most of students are getting difficult in choosing the verb to write, so they got much errors, for instance in writing recount text the students had difficulties in choosing the right form verb for past events. The English teacher also explain learning English grammar especially tense is bored activities, so students did not want to attention when the teacher explain the material. The teacher also said that students' still get difficult determining irregular and regular verb.

Moreover, in the process of writing recount text, can not be denied that the students still make many mistakes. This is similar opinion with Tarigan (2011, p. 126) which state " errors is the side that has a defect in the speech or writing of students. This can happen because of the differences in grammar that become constraints and bias occur repeatedly. Furthermore, Brown (2001: 165) state that errors refers to those idiosyncrasies of system within which a learner are operating at the time. Therefore, this study can be used as feedback for the teachers and learners in learning simple past tense as one of tenses form in English. This is similar as Brown's statement (2007, p. 259) " the fact that the learners do make errors and that the errors can be observed, analyzed, and classified to reveal something of the operating system in the learners, led to surge of study of learners' errors called error analysis. As Richard (1985: 96) errors analysis is the study of error made by the second and foreign language learners.

By conducting error analysis, hopefully the students error can be eliminated, so the students' capability in English is improved significantly. Gass and Slinker (1994) identified four steps followed in conducting an error analysis. They are: (1) Identifying error, (2) Classifying error, (3) Explanation error, (4) Evaluation of error. According to Dulay in James (1998) error can be classified into four kinds, they are: (1) Omission, (2) Addition, (3) Misformation, (4) Misordering.

There are some previous study related to the topic of error analysis, Nur Elah Amaliah (2014) tries to find out the kind of error in the use of simple past tense in writing recount text and to find out the source of error in the use of simple past tense in writing recount text of second year students in SMP Al-Kholidin Kebayoran Baru, Jakarta Selatan.

The other research was conducted by Siti Bayyinah (2013) The objective of her study was to analyze the common error on student's writing made by the second grade students of Junior High School. She used Betty Schrampfer Azzar's Errors Classification to analyze the students' errors.

Through some previous studies about error analysis have been done by some

researchers, it can be concluded that error analysis is very important to solve the students' problem in writing recount text and to know the factors that influence their errors. Error analysis also needed by teacher to correct student's essay. According to Corder in Sompong (2014: 114). "Errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures learners are employing in their discovery of the language. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity in learners". To guide the exploration, the researcher posed the following questions: 1) what are the most common errors in the use of simple past tense in writing recount text? (2) what are the source of errors in the use of simple past tense in writing recount text?

The result of this study gives the benift for English tecaher, students, and other researcher. For the English tecaher this study hopefully can improve the teacher's ability to help students in teaching writing in the class, and for the students it can be used to help students in writing. It means, the learners can practice to make recount text. If students often practice to writing, students will accustomed to write with less mistake, and for the other researacher it can be used as references in next research about types errors based on others expert and different text.

METHOD

In this research, the method used by the writer is qualitative descriptive method. Qualitative research is an approach called as an investigative approach because the researcher usually collects the data by direct contact and does the interaction with people in a research place (McMillan and Schumacher, 2003) in (Syamsuddin and Damaianti S. Vismaia, 2007). By qualitative approach, the researcher would describe and analyze every individual in their life and their thinking.

The population of this research was the Eight Grade students of MTs Pandan, Ngraho in Academic Year 2017/2018. This research applied the students from VIII-A of MTs Pandan, Ngraho. In this research, the data took by document analysis, interview, and questionnaire. The document analysis used to find out the the kinds of errors made by the students in writing recount text. interview, and questionnaire also used to find out the source of error made by students. By usind this instrument the writer analyzed detail information about the errors in the use of simple past tense in writing recount text made by students.

In this research, the researcher analyzed the data by taking step of Error Analysis based on Gass and Slinker (1994) to find the errors made by the Eight Grade students of MTs Pandan, Ngraho. They are: (1) Identifying Error; the researcher identified and made list for every errors made by students in the use of simple past tense in writing recount text. (2) Classifying Error; the researcher classified all errors made by the students into kinds of error in the use of simple past tense in writing recount text. (3) Explanation error; it used to correct every errors in the use of past tense in writing recount text. (4) Evaluation error; the researcher counted the result from the classification in kinds of errors to knew the dominant of errors in the use of simple past tense in writing recount text.

FINDINGS AND DISCUSSION
1. Result of Writing Analysis

The main instrument of this research was the data from students' writing in recount text. The theme of the text based on the students' experience. In collecting data, the researcher asked the Eight Grade students of MTs Pandan, Ngraho focuses on VIII-A class to compose a recount text.

Table percentage of students' error

No	Type of Error	Total of Error	(%)
1	Omission	27	26.7%
2	Addition	17	16.8%
3	Misformation	53	52.5%
4	Misordering	4	4.9%
	Total	100	100

It can be concluded that the highest frequency of errors is Misformation with 53 error or 52.5%. Next, is Omission which has 27 errors or 26.7%. After that. There is Addition with 17 error or 16.8%. Finally, misordering has the lowest frequency of errors the sum is 4 error or 4.9%.

2. Result of Interview

In this research, the researcher also used interviews to know the cause of error made by Eight Grade students of MTs Pandan, Ngraho. The interview conducted with English teacher and 5 students in VIII-A class. There were ten basic questions for the interviewees and those questions develop during the exercise.

From the interview with English tecaher, the researcher found that the problem faced by students during learning simple past tense were the students did not know between irregular and regular verb which consist in simple past tense. The English teacher aslo explain that the students felt bored when learning English because most of them dislike with English lesson. The students' criteria in writing is still low.

Moreover, the result of students' interview showed that most of the students faced difficulty in determining grammar and using past tense form. This difficulties made learners did error when they gave writing recount test. The errors occured when the students have lack practice and because the teacher did not give a recount text example to the learners. It was also caused by the teacher never asked them to make a complete recount text paragraph.

3. Result of Questionnaire

The researcher distributed the questionnaire to all of learners in class VIII-A and conducted the interview to 5 learners and the English teacher. After the researcher distributed the questionnaire, the next step is analyzed the questionnaire by used percentage technique.

The researcher conclude that most of learners in VIII-A Mts Pandan- Ngraho still difficult in learning recount text. It can be seen from the result questionnaire which show that 96% learners difficult to learn recount text, although there were some learners stated that recount is easy to learnt. The negative respond from learners is caused by the lack of practice in writing and difficult in determining the tenses which used in recount text. The other reason why learners difficult when learning recount text is there were not explanation from English teacher about the use of tense in recount text. This conclusion was taken from question number 6 which show that 78% learners do not understand about simple past tense. It indicates they lack of practice in learning about kind of tense. Whereas, learning simple past tense is important to make e recount text or other text.

CONCLUSION AND SUGGESTIONS
Conclusion

Based on the result of data analysis, the dominant errors made by VIII-A of the Eight Grade Students at MTs Pandan, Ngraho is Misformation of error with percentage 52.5%, then followed error of Omission category with percentage 26.7%, error of Addition category with percentage 16.8% and the last was misordering category with percentage only 4.9%. This shows that the use of simple past tense in writing recount text is still difficult to understand the students of the Eight Grade students of MTs Pandan, Ngraho

In an effort to improve students' understanding of the use of simple past tense structures in writing text recounts, teachers should give students more attention in teaching them to make recount texts by using simple past tense structures. Then the teacher should often provide practice to students so that students understand and able to write essays properly and correctly.

For students, students should do a lot of practice and more thoroughly in using simple past tense structure in making recount texts. And for the other researcher these results of this study as the additional reference and comparative study of error research. Future research in this field should determine the kinds of error by writing because the certain type of writing may influence the production of errors.

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