An Error Analysis of Using Simple Past Tense in Students’ Recount Texts at SMA Negeri 1 Tanjungpinang

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ABSTRACT

The objective of this study is to know whether the students make errors, to find the types of errors the students made, and to explain the most frequent errors made by students in using simple past tense of their recount text writings, where recount text is a text that indicates to tell past event. The types of errors in this study is divided into four categories; addition, omission, misformation, and misordering.

In this study, the researcher used descriptive qualitative method to describe students’ errors. Therefore, this research took the tenth grade students of SMA Negeri 1 Tanjungpinang as the research subject. The students were chosen by using simple random sampling. The students were asked to write autobiography recount text so that the students’ writings could be analyzed. To analyze the data, the data were categorized and described based on the each types of errors. The findings showed that there are 300 errors made by the students. After recapitulating the data, the researcher found the students made errors of addition (55 errors or 18.45%), errors of omission (46 errors or 15.43%), errors of misformation (188 errors or 63.08%), and errors of misordering (9 errors or 3.02%). It can be concluded that errors of misformation is the most frequent error that students made.

Keywords: Error Analysis, Simple Past Tense, Recount Text

INTRODUCTION

Writing is one of four skills (Speaking, Listening, Reading, and Writing) in English which is very necessary skill in English and difficult to learn because it needs hard thinking in producing words, sentences, and paragraphs at the same time. Writing is also the most difficult skill to be mastered by foreign language learners because it is not only generating and organizing ideas of our mind, but also exchanging their ideas
from mother tongue into readable text in English (Renandya, 2002). Students commonly make error in writing because writing is not easy for them to do. They seem having problems in their grammatical especially about tenses.

Tense will always be learnt when students learn English. Tense is a verb used to express a time relation. Tense can be also defined as the changing of verb in caused by the changing of time in a sentence. In the others words, tense is the grammatical that aims to indicate the time when an action or event happens, such as adding the morpheme –ed to the verb walk, from the verb walked we know that the case occurs in the past. If the word walk is added the form –ing, the word walking means the case is still on going because the form –ing is used to tell on going process (Friedrich & Oliver, 2016).

There are many kinds of tenses such as simple present tense, simple continuous tense, simple past tense, simple future tense, present perfect tense, and so on. Students will surely use simple present tense if they want to make daily activity sentence such as ‘I go to school every day’. Then, they will use simple continuous tense for something that is going on, for instance ‘I am going to school’. Furthermore, If they want to write or speak about past moment, they must use simple past tense. There are so many other tenses that students learn to make them know what tenses they have to use based on the use of time relation when they want to write or speak.

One of the tenses that researcher wants to discuss is simple past tense. Simple past tense is a tense which is used to descibe, explain or indicate the activity or moment that happened at the specific time in the past (Martin, 2006). Simple past tense is strongly necessary to be learnt by students. Unlike simple present tense, this tense uses the verb
2 form, not infinitive. It also has time signals as the other tenses, such as yesterday, this morning, last night, just now and so on. Thus far, simple past tense is used in some kinds of texts such as narrative text and recount text.

Recount text is a kind of text which retells something happened in the past and there is no conflict like a narrative text. It prefers to someone’s experience in the past and it is basically written to make a story or report from the related event (Knapp, 2005). Recount text aims to inform and retell something happened before now. It also purposes to entertain the reader. Like the narrative text, recount text also has its generic structures and characteristic that make this text is different from narrative text.

According to researcher’s experience when having teaching practice (school internship) at SMA Negeri 1 Tanjungpinang, the researcher found that most students did errors when they used simple past tense. Most students had difficulties of using the simple past tense in some cases. The first is students still lacked of changing the infinitive into past form. They still got difficulties to distinguish between regular verbs and irregular verbs. For instance, the word “bring” becomes “bringed” not “brought”. The second, most students had difficulties to identify verbal and non verbal sentences such as verbal sentence ‘I was in Bali’ and non verbal sentence ‘I went to Bali’. The third, students mostly changed all the verbs into past form sentence. Meanwhile, we have infinitive in grammar. For instance, students wrote ‘I wanted to went’, but actually the case is ‘I wanted to go’. Some students also did the same thing towards the usage of modal auxiliary such as ‘I could went’, whereas the sentence should be ‘I could go’. The last problem is students also still had obstacles in using passive voice in simple past tense, for example, they wrote ‘The book stolen’ but actually the case is ‘The book was
stolen’. 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. 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 to avoid them making errors by analyzing what the learners are doing. It is clearly stated because of these problems the researcher interested to know the ability of the tenth grade students of using simple past tense while writing recount text because the syllabus in senior high school asks the students to write good recount text. The researcher proposed two problems, they are: (1) what types of error do the students make in simple past tense of their recount text writings? And (2) what types of error do the students mostly make in simple past tense of their recount text writings?

**METHODOLOGY**

This research used descriptive qualitative method. Qualitative research is the research where the data is got from from the direct interaction between the researcher, the object that want to be researched, and the people who include in the research object. It uses the strategies of observing, questioning, listening, and immersing themselves in the real world of the participants (Hammersley & Atkinson, 1995).

This research used simple random sampling. Simple random sampling is choosing the samples from the population randomly without selecting the level in the population. It is done if the population is homogeneous (Sugiyono, 2016). It is also supported by Arikunto (2010), that simple random sampling is where the researcher mixes the subjects in the population which are homogeneous. Thus, the researcher gives the same
right to each subjects to get chance to be choosen as sample. It means there is no special subjects to be the sample.

The population of this research is the tenth gradestudents of SMA Negeri 1 Tanjungpinang. The researcher took five classes (X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, and X MIPA 6) as the subjects. Each classes consisted of 10 students. it means there were 50 students who were analyzed.

DISCUSSION

After identifying, classifying, and analyzing the result of study that the tenth grade students of SMA Negeri 1 Tanjungpinang made types of errors; addition (55 errors or 18.45%), omission (46 errors or 15.43%), misformation (188 errors or 63.08%), and misordering (9 errors or 3.02%), the reseacher expected the result of this research could be helpful for all of related parties in education field, especially in learning and teaching English for Senior High School students. The result of this study showed the students’ errors of using simple past tense in their recount text writings. The findings showed the students’ errors of using simple past tense in their recount text writings. The researcher believed that the result of this research can be the information related to the students’ errors in using simple past tense.

Overall, there were all of students (50 students) made errors of misformation (188 errors or 63.08%). This analysis was done based on Dulay (1982) who writes that misformation error is the use of wrong form of the morpheme or structure. The students still had difficulties in forming the verb (distinguishing regular and irregular verbs).Then, they also still used infinitive and auxiliary in the present form. For example, ‘I move to SDN Siliwangi Bogor.’ In this sentence, the student still used
infinitive in his or her recount text writings so it caused error of misformation. The correct one should be ‘I moved to SDN Siliwangi Bogor.’ The word ‘move’ is infinitive and it is certainly be wrong to be used in simple past tense especially when writing recount text.

Afterwards, there were 31 of 50 students made errors of addition (55 errors or 18.45%). Most students still added the auxiliary and verb that should be omitted before the verb in their recount text writings. This analysis was done based on Ellis (2008) who states that addition is the presence of an item that must not appear in well-formed utterances. The student knew about using verb 2 in simple past tense but she or he added the word which is not needed in a sentence. For instance, ‘I have registered to Ar-Rasyid Kindergarten.’ The student added auxiliary verb before the verb, and it is not needed because the case is simple past tense. The correct sentence should be ‘I registered to Ar-Rasyid Kindergarten.’ The student knew that he or she was using simple past tense form in their recount text writings but he or she did not know when they should use auxiliary verb in the sentence.

The next is error of misformation where there were 33 of 50 students made errors of omission (46 errors or 15.43%) in their recount texts. This analysis was done based on Klasen (1991). He states that error of omission is where some elements which should present are omitted. Some students still omitted the auxiliary and verb that should be appeared in their recount text writings. For example, ‘I used to play odong-odong every day and never got bored.’ The irregular verb needs to be written in this sentence, but the student did not put it. The correct sentence should be ‘I used to play odong-odong every day and never got bored.’ Another example is ‘I known as a naughty boy.’ The
student did not put the auxiliary that should be written in passive sentence. The correct sentence should ‘I was known as a naughty boy.’

The last is error of misordering. There were 4 of 50 students made errors of misordering (9 errors or 3.02%). Some students still wrote the sentence with the incorrect placement. This analysis was done based on Dulay (1982) who writes that misordering is categorized by the incorrect placement of a morpheme or a group of morphemes in an utterance. The students wrote the correct items but they did not put the items in the appropriate order and in a correct tense. For example, the student wrote ‘I forgot what event is it.’ The student made an inappropriate order of the sentence where the auxiliary was put before the subject. Whereas, the auxiliary should be put after the subject. The correct sentence should be ‘I forgot what event it was’ because is it means interrogative and the auxiliary means to simple present tense.

Comparing to the previous research which was conducted by Syarif Rinda Rizaldi (2014), the students made all of types of errors in their narrative text writings. The students made errors of misformation (107 errors or 57.83%), omission (29 errors or 15.68%), misordering (27 errors or 14.59%), and addition (22 errors or 11.9%).

This study showed that almost all of students still got difficulties in forming regular and irregular verb and also forming the auxiliary in the past form that caused error of misformation is the most frequent error that students made. The students should be given more exercise in grammar especially in using simple past tense.
CONCLUSION

After analyzing the data, the researcher concludes that the types of errors that were made by the tenth grade students of SMA Negeri 1 Tanjungpinang of using simple past tense in their recount text writings are error of addition (55 errors or 18.45%), error of omission (46 errors or 15.43%), error of misformation (188 errors or 63.08%), and error of misordering (9 errors or 3.02%).

Then, the error that mostly students made in this research is error of misformation with 188 errors or 63.08%.

REFERENCES


