



An Error Analysis of Simple Past Tense in Writing Recount Texts at the Tenth Grade of SMK Negeri 1 Namohalu Esiwa

Analisis Kesalahan Simple Past Tense dalam Menulis Recount Texts di Kelas X
SMK Negeri 1 Namohalu Esiwa

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Abstract

Writing is getting more and more essential nowadays. It should be mastered to be literate. But, most Indonesian students in senior high school levels commonly have difficulties in writing tasks. Consequently, they have little enthusiasm for writing. However, writing skill is important for students to master before entering a higher level of education. Moreover, writing skills will also prepare students for their future academic and professional worlds. Many problems had found in the teaching-learning process in SMK Negeri 1 Namohalu Esiwa especially in the tenth grade, particularly in writing recount text. The students were not able to fulfil the requirements needed for writing recount text. Related to the use of simple past tense, have problems differentiating the verb form. The students tend to use verb 1 to write simple past tense. They could not differentiate to be in simple past, could not apply the appropriate adverb of time, and could not arrange questions in the simple past tense. Errors analysis is very important because the researcher identifies the errors made by students in using simple past tense in recount text and the factors that influence their errors. To conduct the research, the researcher uses the Qualitative Method. The sources of the data are personal recount text written by the students and also the transcripts of structured interviews of the students and it is completed by photos. The research findings showed that the most frequent error is omission error, followed by malformation error, and the last was addition error. The major source of the error made by the students in using simple past tense is intralingual which is affected by the lack of the student's knowledge about verb 2, then followed by interlingua, communication strategies, and context of learning.

Keywords: error analysis, simple past tense, recount text

Abstrak

Menulis menjadi semakin penting saat ini. Itu harus dikuasai untuk menjadi melek huruf. Namun, sebagian besar siswa Indonesia di tingkat sekolah menengah atas umumnya mengalami kesulitan dalam tugas menulis. Akibatnya, mereka memiliki sedikit semangat untuk menulis. Padahal keterampilan menulis penting untuk dikuasai siswa sebelum memasuki jenjang pendidikan yang lebih tinggi. Selain itu, keterampilan menulis juga akan mempersiapkan siswa untuk dunia akademik dan profesional masa depan mereka. Banyak masalah yang ditemukan dalam proses belajar mengajar di SMK Negeri 1 Namohalu Esiwa khususnya di kelas X, khususnya dalam menulis teks *recount*. Para siswa tidak mampu memenuhi persyaratan yang dibutuhkan untuk menulis teks *recount*. Terkait dengan penggunaan *simple past tense*, memiliki masalah dalam membedakan bentuk kata kerja. Siswa cenderung menggunakan verb 1 untuk menulis *simple past tense*. Mereka tidak dapat membedakan menjadi dalam bentuk lampau yang sederhana, tidak dapat menerapkan kata keterangan waktu yang sesuai, dan tidak dapat menyusun pertanyaan dalam bentuk lampau yang sederhana. Analisis kesalahan sangat penting karena peneliti mengidentifikasi kesalahan yang dilakukan siswa dalam menggunakan *simple past tense* dalam teks *recount* dan faktor-faktor yang mempengaruhi kesalahan mereka. Untuk melakukan penelitian, peneliti menggunakan Metode Kualitatif. Sumber datanya adalah teks *recount* pribadi yang ditulis oleh siswa dan juga transkrip wawancara terstruktur dari siswa dan dilengkapi dengan foto. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering terjadi adalah kesalahan penghilangan, diikuti kesalahan malformasi, dan terakhir kesalahan penambahan. Sumber utama kesalahan siswa dalam menggunakan *simple past tense* adalah intralingual yang dipengaruhi oleh kurangnya pengetahuan siswa tentang verba 2, kemudian diikuti oleh interlingua, strategi komunikasi, dan konteks pembelajaran.

Kata kunci: analisis kesalahan, simple past tense, teks cerita ulang





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INTRODUCTION

Writing is the most difficult skill for not only it needs a lot of vocabulary in composing paragraphs, but also grammatically correct to be comprehensible besides other writing's rules. Therefore, composing paragraphs in writing activities takes a lot of time. Harmer in Husna et.al. (2019) states write is a way to produce language and express an idea, feeling, and opinion. It means writing is a skill that focuses on producing language and a way to express ideas and also feeling in written form.

Writing is getting more and more essential nowadays. It should be mastered to be literate. But, most Indonesian students in senior high school levels commonly have difficulties in writing tasks. Consequently, they have little enthusiasm for writing. However, writing skill is important for students to master before entering a higher level of education. Moreover, writing skills will also prepare students for their future academic and professional worlds.

Writing skills, there are various kinds of essays, such as narrative, descriptive, exposition, and recount text. There are several types of writing, one of which is writing recount text. Writing recount text is one of the activities that should be done in high school, especially in the tenth grade. Recount text is one of the materials that must teach to the students at the school. According to Wardiman in Autila (2017), recount text is used to tell past events, such as holiday experiences, accidents, and activity reports. Recount text is the most common kind of text we can find in our everyday life, especially when we tell others about past events. By learning and writing recount text, the students can practice retelling and sharing their personal experiences with others. Moreover, the students can improve their English writing skills. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

In the syllabus of the 2013 Curriculum of SMK Negeri 1 Namohalu Esiwa especially in the tenth grade, writing is included as one of the skills that should be taught to the students. Score competence expects the students to be capable of understanding, applying, analysing, and evaluating factual, conceptual, procedural, and meta-cognitive knowledge based on the student's curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilization-related causes phenomenon and events, and applying the procedural knowledge to the specific area of study following their talents and interests to solve the problem. Meanwhile, basic competence expects the students to analyse the social function, text structure, and linguistic element of recount text about an experience/event/activity contextually, the students arrange a recount text about an experience/event/activity by considering social function, text structure and linguistic elements correctly and contextually. Thus, the students are expected able to write a simple recount text as well. Furthermore, in writing, students can express their ideas.

Therefore, many problems had found in the teaching-learning process, particularly in writing recount text. The students in SMK Negeri 1 Namohalu Esiwa were not able to fulfil the requirements needed for writing recount text. Related to the use of simple past tense, the students have problems differentiating the verb form. The students tend to use verb 1 to write simple past tense. The students could not differentiate to be in simple past. The students could not apply the appropriate adverb of time and the students could not arrange questions in the simple past tense.

Making errors during the process of second language learning is considered a process that may happen and it is an acceptable thing. Errors can be accepted as a kind of learning activity by learners. To analyse which errors as performance or competence deviation is very difficult. It needs deep analysis to give the classification of errors. Errors



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analysis is very important because the researcher identifies the errors made by students in using simple past tense in recount text and the factors that influence their errors. In the process to learn recount text sometimes or usually students made some errors in grammatical such as learning tenses, pronoun, preposition and verbs.

RESEARCH METHOD

In this research, the researcher takes two previous studies related to the research. These researchers have similarities with the present research which can be used as references to conduct better research. The first is the thesis written by Tiara Juwita Sari, which the objective of this research is to find out the error that the students make in writing recount text based on surface strategy taxonomy in the eleventh grade at SMK Negeri 1 Abung Selatan, Kotabumi. This research used qualitative research or purposive sampling research in collecting and analyzing the data, and using a surface taxonomy strategy based on the procedures errors analysis from Ellie and Barkhuizen. The data were gathered from the students and then analyzed to conclude. The subject of this research is 36 students in the eleventh grade at SMK Negeri 1 Abung Selatan. From the result of the research, the researcher concludes that the possible causes of errors are regularization and alternative forms. Error in regularization can occur because many students failed the use suffix at the end and irregular verbs. Meanwhile, errors in alternative forms because they failed to formulate regular and irregular verbs into the past form.

Another related research derived, from a thesis written by Zulidahsa'diah (2017) entitled An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text at the first Semester of the Eighth Grade of SMP N 1 Adiluwih Pringsewu in the Academic Year 2017/2018. The objective of the research is consisting of two, they are to know what types of an error made by SMP students in writing recount text based on surface strategy taxonomy in the first semester of the eight grade students of SMPN 1 Adiluwih Pringsewu, and how is the proportion (frequency and percentage) of an error made by students in using simple past tense in writing recount text based on surface strategy taxonomy at the first semester the eighth-grade students of SMPN 1 Adiluwih Pringsewu. The method used in this research was the descriptive qualitative method. In conducting the research, the researcher analysed the result of students' writing task by using surface strategy taxonomy. From the result of the research, the researchers concluded that the use of simple past tense in writing recount text is still difficult to understand for the students of the eighth grade of SMP N 1 Adiluwih Pringsewu. The research suggested to the English teacher that the researcher should not ignore the students' errors, if it is possible, they give proper correction on them using appropriate error correction strategy and regularly practice the students expressing their idea through recounting text as one of the alternatives, to accustom them to express their idea using English. It will be beneficial to prevent or at least minimize the errors committed to expressing their idea in English.

To conduct the research, the researcher uses the Qualitative Method. According to Creswell (2002), qualitative research is the process of collecting, analysing, interpreting, and writing the result of a study. A qualitative method was appropriate to analyse the students' errors and give a deeper comprehension of the students' errors. In qualitative research, the researcher must be able to find and analyse what is happening and tends to prior an accurate explanation to analyse and present what has been found. The qualitative method is appropriate to analyse the students' errors and give a deeper comprehension of the students' errors.

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The location of the research is SMK Negeri 1 Namohalu Esiwa. There were 21 students in class X-TKJ 2 of SMK Negeri 1 Namohalu Esiwa that choose as the informant. The instrument for collecting data is a documentary, divided into two kinds. First, the researcher collects the documentary of students' recount text by using a document receipt. From this, the researcher would know the types and the most frequent errors made by students in recount writing focusing on using the simple past tense. Second, the researcher interviews the students in getting deeper information about the sources of errors the students make in writing recount text.

The sources of the data are personal recount text written by the students and also the transcripts of structured interviews of the students and it is completed by photos. While conducting the research the researcher needed the informants the English teacher and the X-TKJ 2 Grade of SMK Negeri 1 Namohalu Esiwa which consists of 21 students. The researcher chooses class X-TKJ 2 as the sample of the research, it suggested by the English teacher because most of the students have problems in writing recount text.

According to Creswell (2014) 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. In other words, the data and informant selected, purposefully help the researcher to understand the problem and answer the research focus. As the theory suggests and related to the focus of the research, the researcher came to the school to take the document of recount writing made by students from the teacher. After collecting students' recount writing, the researcher analyses it to get the types and the most frequent errors and formulate the questions at once using an interview depending on the types of errors made by the students. Then, the researcher interviews the students in obtaining the reason why the students make errors in using the Simple Past Tense of recount text based on the questions list prepared by the researcher.

According to the theory from Gass (2008) in analysing the students' errors, the researcher decided which class was a sample of the research. After that, the researcher asked them to write their recount text about the holiday as the data. The errors from the students' writing recount text were then identified. Each sentence was produced by the students in their writing compared with the correct sentence in the target language. After the errors have been identified, it is specified in some classifications such as omission, addition, malformation, and disordering. Then the researcher gave correction of the errors committed by the students in their writing and also calculated each percentage of errors, using the formula:

$$P = \frac{f}{\sum n} \times 100\%$$

In which:

P = percentage

f = frequency

$\sum n$ = total frequency

The researcher continued to analyse the secondary data obtained from the transcripts of interviews. The interview consisted of some questions related to secondary data and the result from the interviews was analysed by using three iterative or repeating steps by Gay et.al. (2012). The steps were reading/noting, describing what happened in the setting, and classifying research data. Reading and noting were the step that focuses on becoming familiar with the data and identifying potential themes. The researcher read and



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take notes about observation sheets and the transcripts of interviews to get an initial sense of the data and identify the themes. After reading and noting, the researcher did describe. This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity.

In analysing and combining the data from the instruments between the documentary of the student's worksheet and the interview, the researcher would do, for first, the researcher would explain the types and the most frequent errors made by the students as a result of the worksheet. And the last, the researcher will classify and explain the sources of errors based on the data from the interview. Furthermore, the researcher can conclude the interpretation after comparing both of the results of the data.

RESULTS AND DISCUSSION

The researcher collected the students' worksheets and documentation about the recount text, the data was obtained from the English teacher of class X TKJ-2 SMK Negeri 1 Namohalu Esiwa. After the students' worksheets had been collected, the researcher analysed the students' writing recount text and classified them based on the procedures of error analysis namely identification of errors, description of errors, explanation of errors, and evaluation of errors. After analysing the students' recount text, the researcher calculated the errors and the number of types of errors, then processed the calculation of the result on percentage.

a. Omission

$$P = \frac{f}{\sum n} \times 100\%$$
$$P = \frac{61}{126} \times 100\%$$
$$P = 48.4\%$$

b. Malformation

$$P = \frac{f}{\sum n} \times 100\%$$
$$P = \frac{50}{126} \times 100\%$$
$$P = 39.6\%$$

c. Addition

$$P = \frac{f}{\sum n} \times 100\%$$
$$P = \frac{15}{126} \times 100\%$$
$$P = 12\%$$

d. Disordering

$$P = \frac{f}{\sum n} \times 100\%$$
$$P = \frac{0}{126} \times 100\%$$
$$P = 0\%$$

Based on the calculation above, it can be stated that:

1. The errors of omission are 61 with a percentage of 48.4%.

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2. The errors of malformation are 50 on the percentage of 39.6%.
3. The errors of the addition are 15 on a percentage of 12%.
4. The errors of disordering are 0%.

The researcher also analysed and classified it into four categories based on the sources of errors theory namely interlingua, intralingual, the context of learning, and communication strategies.

a. Interlingua

$$P = \frac{f}{\sum n} \times 100\%$$

$$P = \frac{42}{99} \times 100\%$$

$$P = 42.4\%$$

b. Intralingual

$$P = \frac{f}{\sum n} \times 100\%$$

$$P = \frac{46}{99} \times 100\%$$

$$P = 46.6\%$$

c. Context of Learning

$$P = \frac{f}{\sum n} \times 100\%$$

$$P = \frac{4}{99} \times 100\%$$

$$P = 4\%$$

d. Communication Strategies

$$P = \frac{f}{\sum n} \times 100\%$$

$$P = \frac{7}{99} \times 100\%$$

$$P = 7\%$$

Based on the calculation above, it can be stated that:

1. The source of errors of interlingua is 42 with a percentage of 42.4%.
2. The source of errors of intralingual is 46 with a percentage of 46.6%.
3. The source of the context of learning is 4 with a percentage of 4%.
4. The source of errors of communication strategies is 7 with a percentage of 7%.

After presenting the result of the analysis of the student's errors, the researcher formulated the sequence of types of errors on its high frequency and low frequency. It can be seen from the table below.

Table 1. The sequence of the number of students and the frequency of students' errors in using simple past tense

No.	Types of Error	Number of Students	Frequency of Error
1.	Omission	19	61 (48.4%)
2.	Malformation	18	50 (39.6%)
3.	Addition	9	15 (12%)
4.	Disordering	0	0 (0%)

After analysing the students' writing recount text, the researcher found 19 students made omission errors in their writing recount text with a total error was 61 or 48.4%. Based on the Dulay theory in Cholipah (2014) of omission, omission errors are characterized by



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the absence of an item that must appear in a well-formed sentence. Omission errors occur when an element of the sentence that could be presented is omitted or learners make an incomplete sentence by omitting any morphemes. In the students' writing recount text, the researcher found that the students often omitted words or morphemes which should be written as well-formed sentences such as omitting linking verbs, verbs, and auxiliary verbs and to be. This error happened because the student was lack comprehension of using the auxiliary verb in simple past form also the students had been affected by the Indonesian language where the students translated their sentences without considering the rules.

The researcher found 18 students who made malformation error with a total of error 50 or 39.6%. It means all the students had ever an made error in malformation. The malformation is characterized by the use of the wrong form of the morpheme or structure. After the researcher analysed the data, it was found that the students frequently made an error in using simple past tense and to be "was and were" and also the students frequently made an error in using the verb in irregular and regular form. They couldn't differentiate between irregular verbs and regular verbs. In this case, the students tended to use the verb 1 of every action of the story and to be "is and are" in nominal form instead of using simple past tense and to be "was and were".

The researcher found the students had added unnecessary items in the sentences. This error involved into addition errors. In addition error, 9 students had ever made an error with a total frequency error was 15 or 12%. Addition errors are the opposite of omissions. It is characterized by the presence of an item which should not appear in a well-formed utterance. In the students' recount text, the researcher found that the students wrote unnecessary words that should not appear in well form the simple past tense. The students did double marking where two items rather than one were marked for the same feature. The student made regularization with the rule of a regular verb. This might happen because the student did not know how to change the irregular verb into the past form.

In conducting the research of the analysis of students' errors in using a verb, it was important also to explain the sources of error that the students made in recount writing. The sources of errors could be identified through the identification stage based on analysis of the student's answers in the interview activity. The type of error that had been known could lead the researcher to find the source of the errors. By determining the source of the error, the teacher would understand why the students made errors. In the research, the researcher recapitulated the sequence of the sources of the students' errors based on the students' answers in interview sheets and it had been classified into four categories of the source itself namely interlingua, intralingual, context of learning, and communication strategies. It can be seen in the table below.

Table 2. The sequence of the source of the error and the frequency of students' errors in using simple past tense

No.	Source of Error	Number of Students	Frequency of Error
1.	Interlingua	18	42 (42.4%)
2.	Intralingual	21	46 (46.6%)
3.	Context of learning	4	4 (4%)
4.	Communication strategies	7	7 (7%)

After analysing the students' writing recount text, the researcher found the total of this error was 42 or 42.4%. Based on Brown's theory (2006), interlingua transfer is also known as native language transfer because the errors are caused by the learner's first language. After analysing the students' interview sheets, the researcher found many kinds of reasons depending on the questions that were asked to the students. Mostly, the students

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tried to translate their recount from their first language to a second language without considering the linguistics of the second language system.

Some students said the errors were mainly affected by intralingual with a frequency was 46 or 46.6%. There were some reasons why the students made an error that had been proposed by the students such as 1) the students did not know how to differentiate between verb 1 and verb 2; 2) the students didn't know how to add "ed or d" in verb 2; 3) the students didn't know how to use to be "was or were" in simple past form; 4) they were less understanding and comprehension in use simple past tense form. Those reasons were considered as an intralingual factor because of the student's lack of knowledge or limited experience of the target language and also the fault concept of the students. The intralingual is the main factor of error in learning a second language. Intralingual error occurs as a result of the students' attempt to build up the concepts and hypothesis about the target language from their limited experience with it and they have a low understanding and knowledge about the target language.

Some students said the context of learning caused the students' errors with a frequency was 4 or 4%. Context of learning is the source of error that comes from the teacher, the situation in the class and also from the textbook. The students made an error because of misleading explanations and also the teacher didn't explain the material as detailed. On the other side, the student made an error because the students have a misperception of the teacher's explanation from the materials given which leads them to make the error. So, it could conclude less explanation from the English teacher as stated by the students in the interview sheet included in the context of the learning source.

There were students with the frequency of source was 7 or 7% omitted to communication strategies source. Communication strategies are caused by the learners' learning techniques. The students made sentences without considering any rules in making the sentences. Those reasons were considered as communication strategies sources because students had their strategies for language learning.

Based on the analysis of research findings, the researcher classified the types of the students' errors, the omission type was the most error made by the students in using simple past tense where the frequency of error was 61 or 48.4 % most of which do not use of verb 2 (d/ed), misformation with the frequency of error was 50 or 39.6%, addition with the frequency of error was 15 or 12 %. Besides that, to find the source of such errors, the researcher also classified the students' answers on interview sheets. It was found that interlingua with a frequency was 42 or 42.4%, the intralingual source was the most source of students error with a frequency was 46 or 46.6%, communication strategies with a frequency was 7 or 7% and context of learning with a frequency was 4 or 4%. In summary, the students' errors could not be separated from the effort of learning a second language. The students' errors such as omission, addition, misformation and misordering are errors that come from intralingual, Interlingua, communication strategies and context of learning.

CONCLUSION

After conducting this research, the researcher takes some conclusion that the students of X – TKJ 2 of SMK Negeri 1 Namohalu Esiwa still committed errors in using simple past tense in writing recount text. The research findings showed that the students had made 126 items of errors in using simple past tense in writing recount text, those errors consisted of 61 items or 48.4% of omission errors, 50 items or 39.6% of malformation errors, and 15 items or 12% addition errors. By comparing all the total errors for each type



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of error, the most frequent error is omission error with a total of errors was 61 items or 48.4%, followed by malformation error, and the last addition error.

The major source of the error made by the students in using simple past tense is intralingual with the frequency of the source being 46 or 46.6%. This source is affected by the lack of the student's knowledge about verb 2. The second source is interlingua with a frequency of the source is 42 or 42.4%. The third is communication strategies with a frequency of error is 7 or 7% and the last is the context of learning with a frequency of the source is 4 or 4%.

This research took some implications for the students in revealing the students' ability so they were able to reflect and minimize their errors in writing recount. As for the students, it showed the errors that they have made, so they can minimize misunderstanding and their lack of using English especially in using simple past tense in writing recount text. The research findings enable the students to learn from their errors and lead them to increase their competence and ability in using simple past tense in writing recount text.

It is also a positive input to improve the way teaching methods and strategies towards the English teacher, as well as other supports such as classroom management, material development and also assessment. On the bright side, this was the best opportunity for the teacher to generate and develop better teaching change for better results. By knowing the students' errors, it could show to the English teacher the error made by the students and the student's progress in learning as well as the errors that had been made by the students and their sources. It also helps English teachers to choose suitable components such as teaching-learning strategy, material, and teaching method.

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