AN ERROR ANALYSIS OF SIMPLE PAST TENSE IN WRITING RECOUNT TEXT BY THE TENTH GRADE STUDENTS OF SMA NEGERI 2 DOLOKSANGGUL

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ARTIKEL

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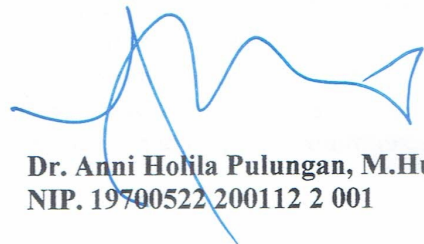Untuk diunggah pada jurnal online

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WRITING RECOUNT TEXT BY THE TENTH GRADE STUDENTS OF SMA NEGERI 2 DOLOKSANGGUL

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ABSTRACT

Simbolon, Putri. 2113121057. An Error Analysis of Simple Past Tense in Writing Recount Text by the Tenth Grade Students of SMA Negeri 2 Doloksanggul. A Thesis. English Department, Faculty of Languages and Arts, State University of Medan, 2018.

The purpose of this study is to describe the errors in simple past tense of recount text. In addition, this study is also aimed to describe the causes of those errors. This study apllied the descriptive qualitative approach of which the data were obtained from the recount texts that were written by the tenth grade students of SMA Negeri 2 Doloksanggul. The data were collected by using students' recount texts and interview. The data then were analyzed by identifying the errors first, then describing the errors, and the last explaining the errors. The errors that occurred in students' recount text are error of omission, error of mis-formation, error of addition and error of mis-ordering. The result of the study indicates that the students made 893 of simple past tense errors which were 0,45% errors of misordering, 3,58% errors of addition, 30,12% errors of omission, and 65,85% errors of mis-formation. The dominant type of errors made by the student is errors of mis-formation. The students' errors were caused by 36,17% intralingual interference, 58,23% interlingual interference, and 5,6% communication strategies.

Key words   : errors analysis, simple past tense, recount text , causes of errors

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INTRODUCTION

Background of the Study

There are four language skills that must be mastered by the students in learning English namely listening, speaking, reading and writing. Writing is one skill that is prominent to be learnt. People need to learn writing in English because it is a process of transforming thoughts and ideas into written language for occupational or academic purposes (Harmer, 2004). In fact, mastering writing skill is not easy. As Hussain et.al (2013) states that writing skill is more complex than another skills of language. It requires much concentration, conscious effort and practice in composing, developing and finalizing and also needs stages and steps of intensive revision to have final draft in hand. It is important to note that writing is process not a product.

Refer to Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan; *KTSP*) 2006 of Senior High School, the tenth grade students are required to be able to write various types of writing genres. They are recount, narrative, procedure and descriptive.

In fact, demand cannot be fulfilled. It has proven by thelow score of students in writing. The observation has done in of SMA Negeri 2 Doloksanggul, the writer found that most of the students were not able to write text well. The score of minimum standard criteria (KKM) is 75. From that minimum standard criteria were found that some students still could not reach the target which is applied by school for English lesson. Most of students' score was still low.It is caused by the students' lack of knowledge about how to write, what to write, vocabulary, grammar and technical writing. Because they think that writing is complicated to

learn. Writing is then considered as the most difficult of the language skill to be mastered by students.

The syllabus of Educational Unit Oriented Curriculum 2006 determines that recount text is one writing genre that is learned by the tenth grade students of senior high school. Recount text is written about past events or experiences in chronological sequences.

Hyland (2009: iii) states that a recount text is a text that tells about past experiences or events. The purpose of recount text is to inform the readers or people about something that happens in the past. It can be based on the authors' personal experience (not always factual) or historical events. It begins with an orientation that gives the background of knowledge for the reader in order to understand about the text. Then, the record of events ordered in chronological sequences. In the end of the story, there is a reorientation in order to give an opinion about the events or activities. One of the language features of the text is the use of verb (Pardiyono, 2007). So, thestudents are expected to be able to write a recount text by using correct verbs to describe the action in the text.

Recount text mostly tells about past events, the students should master on grammar specially the use of verb in past tense form. While writing recount text, students made some errors especially the using of transformation verb on past tense such as regular and irregular verbs.

Students who learn English may produce many errors in their writing such as in grammatical features and general structure of the text. Based on the preliminary observation, thewriter found some errors of students' writing on recount text such

as the used of wrote the past form "arrive" became "arived". The right form was "arrived".Thewriter also found most of students forgot and didn't know about regular and irregular verbs. They used present tense like "go", "see", "take", "enjoy" and etc. But the correct forms, they should use the past forms such "went", "saw", "took", "enjoyed" and etc.

Harmer (2007: 97) states thatstudents will not always use correct English. They will make mistake, too when writing or speaking more freely.However, students' errors must be corrected by the teacher. The correction must be returned to the students as a feedback to their works in order to avoid them producing errors repeatedly.One method that can be used to observe students' errors is error analysis. An error analysis has the important role to overcome some question and propose solution regarding different aspect. Error analysis is the study of observing, analyzing, and classifying learners' error to reveal something of the system operating within the learners (Brown:2007).

Several researchers had ever been conducted on error analysis in writing particularly in the use of the tenses. One research was conducted by Hidayah (2013)on students error on the use of the simple present tense and the simple past tense among collage Ugama Sultan Zainal Abidins' TESL students. The result waserrors from the element of misinformation due to regularizations are the most frequently made errors by the students. Thetudents committed such errors related to the use of the simple present tense and the errors related to the use of the simple past tense. He got that the error analysis method is an effective way to trace and identify the students' errors especially with respect to the errors on the use of the simple

present tense and the simplepast tense.

Similarly, Harris (2014) conducted a research in SMA N 1 Sungai Limauto knowthe students' ability in writing recount text and find difficulties that the students face when writing recount text. Thestudents had weak ability in writing recount text. The students did many mistakes in using simple past tense, action verb, linking verband pronoun. The students's difficulties in writing recount text were caused by intralingual tranfer, intralingual transfer, and lack of grammar. Furthermore, Agustina (2016) conducted a research in SMP Muhammadiyah 4 Surakarta on morphological, syntactic, discourse error in writing recount text. Thedominant type of error is wrong spelling and misuse of verb in past tense.

By considering the explanation above, it is hoped thaterror analysis can be used to reveal what type of error the students doin using simple past tense on writing recount text and what cause the errors in students' writing so the students can learn from their fault in order that they will not make some errors repeatedly, especially in writing recount text. In other words, this study analyzes the possible factors that can cause students' errors. It is expected that the result of this study will help the teachers to see their students' development in learning English. Teachers will be able to find better ways to develop their learning in English subject.

REVIEW OF LITERATURE

Writing is one of the main important skills in learning English. In writing, ideas are arranged in series of sentences that are related to each other so the information can be comprehended. It takes ideas, thought, and emotions about what has ever been read, seen, or experienced and transfer them onto paper or a computer screen using the knowledge of language conventions and the writing process to create meaningful text (Ministry, 2005:1,3).

Brown (2001) defines writing as nature of the composing process of writing like essay, the report, the story, and what the product which should look like. But now the students as the creator of language are allowed to focus on the content and the message and their individual motivation are put at the center of learning that is process approach to writing.

Refer to Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan; *KTSP*) 2006 of Senior High School, the tenth grade students are required to be able to write recount text about past activities by using correct social function, text structure, and language feature.

Knapp and Watkins (2005)state recount text is the simple text type in the genre which retells events or experiences in the past. The purpose of this text is to inform the readers or people about events or activities in the past in chronological order. The events in recount text are the main element in composing the text. However, it just focuses on the events themselves. It doesn't include the conflict inside.There are three aspects that should be consisted in Recount Text. The three aspects are mentioned bellow:

1. Communicative Purpose of Recount Text
2. Generic Structure of Recount Text

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3. Grammatical Features of Recount Text

Grammar has very important role to support writing. Having a good grammar of language will help learners to deliver ideas, message and feelings either to listeners or readers.

Leacock (2010) states that grammar is systematic ways through which words and sentences are assembled to convey meaning. Usage is within the general grammar of a language, certain alternative ways of speaking and writing acquire particular social status.

There are many topics of grammar that cannot be ignored. They are articles, parts of speech, modal auxiliaries, tenses, etc. However, there is part of the grammar that is considered to be the most difficult to learn for the Indonesian students, namely,tenses. Simple past tense is the example. The use of simple past tense often makes students confused with its complexity.

The simple past tense is used to principally describe events in the past. The simple past shows the situation or activities in the past. There are regular and irregular verbs in simple past tense.

Learning foreign language is different from learning first or second language. Therefore, the students often make error while the teaching learningprocess. The error is natural for the students in learning English, because English is the foreign language.

According to Brown (2000) error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

However, error is different with mistake. Further Brown distinguishes between *Mistake* and *Error*. He explains that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such —lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner.

Errorreveals the learner's knowledge of the target language,while mistakeis the learner's temporary impediment or imperfection in process ofutilizing the language.Error is students' deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected.

According to Dulay (1982), there are four types of errors based on surface strategy taxonomy, they are omission, addition, mis-formation, and mis-order.

Brown (2000:224) notes that the causes of error can be divided into four categories namely: intralingual interferences, interlingual interferences, context of learning and communication strategies.

Error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language or foreign language and then to reveal the systems operated by learner.

. Khansir (2002) states that error analysis is a type of linguistic analysis that focuses on the errors learners made. It consists of a comparison between the errors made in the target language and that target language itself. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.

Hussain (2013) states error analysis is caused by slip of the tongue and pen are terms as lapses or the cause of errors performance. Such incidents in spoken or written medium happen when the learners are tired, stressed or at least absorbed in some non linguistic activity.

It can be concluded that error analysis becomes a useful device to know the ability of students in language mastery. Errors provide feedback to teacher about the effectiveness of a teaching materials and teaching techniques.

RESEARCH METHODOLOGY

In conducting this research, this research use qualitative research. Aryet.al (2002) states that qualitative research deals with data that is in form of words, rather than number and statistic. Therefore, descriptive design is a research design which is designed to provide a picture of situation as it naturally happens. Furthermore, qualitative descriptive study is a study which makes description of data or phenomenon in form of words or sentences. This particular research attempted to find out the students' error on the use ofsimple past tense in writing recount text by the students of the tenth grade of SMA Negeri 2 Doloksanggul.

The source of data was the tenth grade students of SMA Negeri 2 Doloksanggul in academic year of 2014/2015. Based on the writer's observation in SMA Negeri 2 Doloksanggul, many students were not able to write text well. From the minimum standard criteria, it was found that some students still could not reach the target which is applied by school for English lesson. Furthermore, the students made error in the use of simple past tense in writing recount text.

The data was taken from students' recount text. There were 4 classes which each class consisted of 20 students.

There are two instruments of collecting data in this research such as recount text made by the students and interview.

Techniques of Analysis Data

The data would be analyzed by applying stages of error analysis given by Ellis (2003). Firstly, the writer read the whole text of the students. Then, all of the texts would be checked to find out the errors. The errors would be identified by comparing the sentences which the students produced with what seem to be the correct sentences. The sources of each error which occur in students' text would also be identified. The second, the writer classified the students' errors based on their types, whether they were omission error, addition error, mis-formation error, or mis-ordering error. After that, the amount of errors was listed in descending order to determine the most dominant errors which were made by the students. The next step was to classify the sources of each error. The last, the writer explained the students' error starting from the smallest amount up to the highest amount. The

highest amount was the most dominant errors made by the students. Then, describedthe causes of errors made by the students.

RESEARCH FINDING AND DISCUSSION

Findings

The analysis revealed that errors in use of simple past tense in the recount texts that were written by SMA Negeri 2 Doloksanggul students. The following are the findings that had been drawn after analyzing the students' text.

1. There are 893 errors of past tensein Recount text. Error of mis-ordering occurs in 4 errors (0.45%).The students do miss-ordering in using simple past tense in a sentence. Then, the addition errorsare found 32 errors (3.58%) that are added some elements that should not be presented. Then, omission errors in sentences occurred in 269errors (30,12%) by ommitingpast tense in a sentence.Then, the errors in mis-formation are found in 588 errors (65,85%) that mostly occur byusing the wrong structure in a sentence..

2. There are 4causes of students' errors that had been analyzed. There are 323 errors (36,17%) that are caused by intralingual inteferences, 520 errors (58,23%) that are caused by interlingual interferences, 0 errors (0%) that are caused by context learning, and 50 errors (5,6%) that are caused by communication strategies.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on research findings, it is concluded that:

The total of errors and the number of Error causes showed that every students made errors in their writing. Error of mis-formation was the dominant errors on students' recount text with the total was 588.

The the causes of errors that are made by students in using simple past tense on writing recount text are Intralingual interference, interlingual interferences and communication strategies. The interlingual interference was the mostly cause of errors with the total was 520. So, from the calculation of the data, it can be concluded that there were 893 in total of errors of simple past tense of recount writing by 80 students on the tenth grade at SMA Negeri 2 Doloksanggul.

Suggestions

From the conclusion above, in this study would like to give some suggestion for the teachers, the students and the further researchers:

1. For the teachers

Teachers must correct the students' errors on their assignments then return them back to the students so they know their errors and learn at home. In addition, teachers must find the easiest way to make the students understand how to use simple past tense especially on writing recount text.

2. For the students

Writing is a skill which needs process and practice. Therefore, the students should practice writing not only in the simplest one such as writing daily activity but also in writing scientific such as recount text. Then, they must learn more about

applying the use of simple past tense on their writing.Students also must be aware to learn their errors at home to avoid repeating the same errors.

3. For the further researchers

This reseacrh is not too complete yet and needs additional explanation. It still need elaboration from other researchers who are interested on studying simple past tense also but of course in the different genre of writing and sample of population.

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