"AN ERROR ANALYSIS OF THE USE OF PAST TENSE IN THE STUDENT'S RECOUNT TEXT WRITING MADE BY THE SECOND GRADE STUDENTS OF SMAN 7 MATARAM IN ACADEMIC YEAR 2015/2016"

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Analisis Kesalahan Dalam Penggunaan Past Tense Oleh Siswa Kelas Dua Dalam Penulisan Teks Recount Di SMAN 7 Mataram Pada Tahun Akademik 2015/2016

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ABSTRAK

Penelitian ini tentang analisis kesalahan dalam penggunaan past tense dalam penulisan teks recount oleh siswa. Penelitian ini bertujuan untuk menjelaskan dan menganalisa tentang jenis dari kesalahan yang dilakukan oleh siswa dalam penggunaan past tense dalam penulisan teks recount oleh siswa, dan juga menganalisa kesalahan yang paling sering dilakukan oleh siswa dalam penggunaan past tense dalam penulisan teks recount oleh siswa. Penelitian ini dikategorikan sebagai penelitian kuantitatif. Data dalam penelitian ini dikumpulkan melalui penelitian yang dilakukan di SMAN 7 Mataran. Pesertanya tergabung dari 69 siswa yang diambil dari dua kelas yaitu XI ips 2 dan XI ips 6 yang merupakan siswa kelas dua di SMAN 7 Mataram. Data tersebut dikumpulkan kemudian dianalisis melalui identifikasi, klasifikasi, dan penjelasan. Penelitian ini telah menemukan bahwa ada dua kategori kesalahan yang sering dilakukan oleh siswa. Yaitu kesalahan dalam mengubah verb I menjadi verb II dalam penulisan teks recount, persentase kesalahannya adalah 36,5% dan juga kesalahan dalam penggunaan to be was/were, persentase kesalahannya adalah 7,9%. Penelitian ini juga menemukan bahwa kesalahan yang paling sering dilakukan oleh siswa adalah kesalahan dalam mengubah verb I menjadi verb II yaitu dengan persentase sebanyak 36,5%.

Keywords: error analysis, tenses, writing

"An Error Analysis of The Use of Past Tense in The Student's Recount Text Writing Made By The Second Grade Students of Sman 7 Mataram In Academic Year 2015/2016"

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ABSTRACT

This study is about an error analysis of the use of past tense in the student's recount text writing. This study aimed at describing and analyzing about kinds of errors are made by the students in the use of past tense in the students recount text writing, and the most dominant error made by the students in the use of past tense in the students recount text writing. The research is categorized as quantitative study. The data of this study were gathered through research at SMAN 7 Mataram. The subject includes 69 students from two classes that were XI Ips 2 and XI ips 6 of the second grade students of SMAN 7 Mataram. The data gathered then analyzed through identification, classification, and explanation. The study found that there are 2(two) categories of errors that mostly comitted by the students. There are the errors in deriving verb I into verb II in the recount text writing, the percentage of these errors are 36,5% and also errors in the use of to be was/were, the percentage of these errors are 7,9%. The study also found that the most dominant errors that made by the students was errors in deriving verb I into verb II with the percentage of these errors are 36,5%.

Keywords: Error Analysis, Tenses, Writing

1. Chapter I Introduction

1.1 Background of The Study

Writing text is the ability for students to arrange ideas from one paragraph to others and make effort to connect ideas cohesively and coherently so that they are meaningful. Sometimes, many students write text but not many of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write.

Recount text is one of the text genre that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Many students do not understand how to write this text correctly.

The purpose of recount text is to list and describe past experience by retelling events in the order in which they happened. Concerning this matter, the writer choose recount text as a teaching material in teaching English because it mostly tells about past events.

Recount text also represents variable, which can be used to attract, motivate, inform, and entertain the students. As a result, the students would be interested in studying english by using recount text in order to increase their mastery in using simple past tense.

Writing is a way to express feelings, ideas, arguments, willingness and thougts in the form of words in sentences. This language skill is used to communicate from one to another by writing. According to pope, 'writing can be briefly defined as the activity of making verbal marks on paper or some other substance (stone, wood, computer screen, etc.)

Based on the reason above, the writer comes to decision to do research entitled: "An Error Analysis Of Using Simple Past Tense In The Student's Recount Text Writing Of The Senior High School Student Of Sman 7 Mataram.

1.2 The Scope of The Study

To avoid missunderstanding to the problem, it is necessary to make the limitation. Based on the background of the study above, the writer is interested in analyzing the errors made by the second grade students of SMAN 7 Mataram in simple past tense of the student's recount text writing.

1.3 Research Problems

Based on the background of the study above, the writer would like to formulate the problem as follows:

a. What types of errors are made by the students in the use of past tense in the student's recount text writing ?

b. What is the most dominant error made by the students in the use of pas tense in the student's recount text writing ?

1.4 The Objectives of The Study

The objectives of this research as follows:

a. To know types of errors made by the students in recount text writing.

b. To know the most dominant error made by the students in recount text writing.

1.5 The Significance of The Study

The benefits of this research are as follows:

a. For the students, by knowing how to use simple past tense, especially the past verbs in the sentence correctly, they are able to reduce misunderstanding about simple past tense; and

to anticipate the errors they make.

b. For the teachers, to improve the teaching method in English teaching learning process; and to help the teachers to minimize errors in teaching simple past tense.

c. .For the researcher, it can add experience and knowledge about using simple past tense.

2. REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework of Error Analysis

2.1.1 Definition of Error

According to Brown, an error is a noticeable deviation from the adult grammar of native speaker reflecting the interlanguage competence of learning (Brown, 1978: 164). The teachers of second language have to realize that the mistakes a person made in process of constructing a new system of language needed to be analyzed carefully, for the possibly held in them some of keys to the understanding of the process of second language acquisition (Brown, 1978: 164). (Richard,1974: 25).

2. Error and Mistake

In order to analyze learner's errors properly, it is necessary to make distinction between error and mistake. According to Brown, an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner (Brown, 1978:165). Error consistently made by learner. Meanwhile, a mistake as stated by Brown refers to inconsistence deviation (Brown, 1978: 165). A learner is said to make a mistake when he has noticed the correct form and then he inconsistently gets it wrong. Accordingly, when committing a mistake, he is normally capable of recognizing and correcting.

3. Source of Errors

According to Brown, there are two sources of error namely interlingual error and intralingual error (Brown, 1978: 173).

a. The Interlingual Errors

It is understood that interlingual errors are those which are caused by the interference of the learner‟s mother tongue (Richard, 1974: 173). The interference of mother tongue becomes a major source of difficulty in learning second language.

b.Intralingual Errors

Intralingual errors are also called developmental errors. Intralingual interference is the negative transfer or item within the target language, or put another way, the incorrect generalization of rules within the target language(Brown, 1978: 173).

Richard classify them into four categories, they are as follows:

1) Over-generalization

Over-generalization can be defined as the use of previously available strategies in new situation. Over-generalization covers instances when the learner creates a deviant structure on the basis of his experience of other structure in the target language. For example, *he can sings, we are hope, it is occurs, he come from* (Richard, 1974: 174).

2) Ignorance of rule restrictions

In this type of error, the learner fails to observe the restriction of existing structure. Once he learned a sentence *"We talked about it",* he might make a wrong sentence as *"We discussed about it".* The sentence "*ask him to do it"* produces *"made him to do it".* It ignores restriction on the distribution of *make* (Richard, 1974: 175). *Make* should be followed by infinitive without "*to".* The learner mostly ignores the new rule and tends to use the previous structure.

3) Incomplete application of rules

Intralingual errors of this category may occur when a learner has to respond immediately to question made by the teacher. Here some example: *"How much does it cost?"* will be answered *"It cost one dollar". "What does he have to do?"* will be answered *"He have to do write the address". "Ask her what the last film she saw was called!"* will be replied *"What was called the last film you saw?"* (Richard, 1974: 178).

4) False concept hypothesized

This is a class of developmental errors which derive from faulty comprehension of distinction in the target language. The learners sometimes encounter confusion in applying some language rules.

2.2 Simple Past Tense

1. Definition of Simple Past Tense

The simple past is used to talk about activities or situations that began and ended in the past (e.g., *yesterday, last night, two days ago, in 1990)* (Azar, 1992:18). The use of Simple Past is to express the idea that an action started and finished at a specific time in the past. It is also used for actions completed in the past at a definite time (Martinet, 1986:186).

2.3 Recount text

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events.

CHAPTER III RESEARCH METHOD

3.1 Research Design

The design of this study is descriptive analysis in form of *Quantitative Research* about An error analysis of the use of past tense in the student's recount text writing made by the second grade students of SMAN 7 Mataram. The writer took from wirnano's note that the descriptive study is designed to obtain the current status of phenomenon and is directed toward determining the nature situation as it exists at the time of the study (Wirnano, 1978:131). Then, in the same source this study is called analysis because it tries to analyze objectively about the students' errors in learning tenses (Winarno, 1978:132). And it is called quantitative because the writer uses numerical data which is analyzed statistically (Winarno, 1987:137)

3.2 Population and sample

The object of this study is SMAN 7 Mataram. The subject includes the second grade students of SMAN 7 Mataram. There are 540 students of the second grade who studied there which is devided into nine classes.

The technique of sample used by the writer is simple purposive judgment sampling technique because the the author has her own reason for choosing the sample. One of it is because the writer already know the circumstance and the ability of the two classes that have been choosen as a sample.

Suharsimi Arikunto states that population is all members of research subject. She also suggests that when the number of subject in the research is more than 100 persons, we take 10% - 30% of the population (Arikunto, 2002:108). Based on the explaination above, the writer takes 69 samples of 540 students.

3.3 Research Instrument

The research instrument which is used for this study is: a test. The test is used to know how well the students have already understood in using tenses in writing and their difficulty in learning tenses.

In the research, the writer gives the test to the second grade students of SMAN 7 Mataram focused on the writing tenses as an instrument. The test consists of 10 items of blank spaces which are devided into 2 parts :

a. Errors on deriving verb I into verb II.

b. .Errors on the use of to be was/were.

3.4 Techniques of Data Collecting

Techniques of data collection in this study are giving test to the students. The test is used to find out the students' errors in learning simple past tense. It consist of 2 parts, the first part is to derive verb I into verb II. And the second part is the use of to be was/were. the form of test can be seen in the appendix.

3.5 Technique of Data Analysis

To find out the effectiveness of analysis on the student' errors in using tenses in writing, the researcher uses distribution frequency relative or descriptive analysis techniques (percentage) formula. This is adapted from sudijono (sudijono, 2007:43) and describe in the table percentage. In the table percentage the writer uses the formula:

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

P = Percentage

F= frequency of error occur

N= number of sample which is observed

After getting the frequency and percentage of difficulty, the writer analyzed the everage score by using the formula :

$$P = \frac{F}{N X 10} X 100$$

P = Percentage

F = frequency

N = number

10 = number of item test

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

After obtaining the data, the writer analyzed the data to answer the question about kinds of errors were made by the students in writing recount text, the most dominant error made by the students in writing recount text, and the difficulties faced by the students in writing recount text.

4.2 Types of Errors

4.2.1 The types of errors in using simple past tense in the recount text writing.

a. Errors in deriving in verb I into verb II in recount text writing.
   1. My wife and I (***decide***) to spend our holiday at Tanjung Setia beach.
   - Correct answer : My wife and i (***decided***) to spend our holiday at Tanjung Setia beach.
     The result of the test shows that there are 7 students have answered wrong. And 62 students have answered right. Most of students answer "my wife and i ***decide*** to spend our holiday at tanjung setia beach". Some of the students answer "my wife and i ***was decide*** to spend our holiday at tanjung setia beach". The students failed to derive the correct past form of ***decide*** that is ***decided,*** without to be ***was.***

The percentage of wrong answer is $\frac{7}{69} \times 100 = 10.2\%$

2. When we *arrive* at the beach.s

- Correct answer : When we *arrived* at the beach.

  The result of the test shows that none of the students failed to derive the past form of *arrive* that is *arrived.*

  The percentage of wrong answer is $\frac{0}{69} \times 100 = 0\%$

4. We *think* that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday.

- Correct answer : We *thought* that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday

- The result of the test shows that 36 students have answered wrong. 33 students have answered right. Most of the students answer "we *thinked* that it happened because it was too windy there during that time but finally realized that it was christmas holiday". And some of the students answer "we *thinking* that it happened because it was ztoo windy there during that time but finally realized that it was christmas holiday".

  The students failed to derive the the correct past form of *think* to *thought.* Without using regular verb *thinked* and present participle *thinking.*

  The percentage of the wrong answer is $\frac{36}{69} \times 100 = 52.2\%$

5. Almost all of tourists who are used to spending time there *go* back to their country.

- Correct answer : Almost all of tourists who are used to spending time there *went* back to their country.

  The result of the test shows that 30 students answered wrong And 39 students answered right. Most of the students answered "almost all of tourists who are used to spending time there *gone* back to their country". Some of the students answer "almost all of the tourist who are used to spending time there *going* back to their country". The students failed to derive the correct past form of *go* to *went.* Without using past participle *gone* and present pasticiple *going.*

  The percentage of the wrong answer is $\frac{30}{69} \times 100 = 43.5\%$

6. We *buy* some hot chips at the takeaway store nearby.

- Correct answer : We *bought* some hot chips at the takeaway store nearby.

  The result of the test shows that 54 students answered wrong. And 15 students answered right. Most of the students answered "we *buyed* some hot chips at the take away store nearby". Some of the students answer "we *buying* some hot chips

at the takeaway store nearby". The students failed to derive the correct past form of **buy** to **bought.** Without using reguler verb **buyed** and present participle **buying.**

The percentage of the wrong answer is $\frac{54}{69} x100 = 78.2\%$

7. We **ride** our bikes down the beach for a while, on the hard, damp part of the sand.

- Correct answer : We **rode** our bikes down to the beach for a while, on the hard, damp part of the sand.

    The result of the test shows that 69 students or all of the students anwered wrong and none of them make a correct answer. Most of the students answer "we **rided** our bikes down to the beach for a while, on the hard, damp part of the sand". And some of the students answer "we **riding** our bikes down to the beach for a while, on the hard, damp part of the sand". The students failed to derive correct past form of **ride** to **rode.** Without using reguler verb **rided** and present participle **riding.**

    The percetage of the wrong answer is $\frac{69}{69} x100 = 100\%$

8. The next day we **visit** labuan jukung beach

- Correct answer : The next day we **visited** labuan jukung beach.

    The result of the test shows that 9 students answered wrong and 60 students answered right. Most of the student answer "the next day we **visiting** labuan jukung beach". And some of the students answer "the next day we **visit** labuan jukung beach". The students failed to derive the correct past form of **visit** to **visited.** Without using present participle **visiting** and present tense form **visit.**

    The percentage of the students wrong answer is $\frac{9}{69} x\ 100 = 13\%$

10. The third day there, we decided to go home when we finally **make** it back home.

- Correct answer : The third day there, we decided to go home when we finally **made** it back home.

    The result of the test shows that 47 students answered wrong and 22 students answered right. Most of the students answer "the third day there, we decided to go home when we finally **maked** it back home". Some of the students answers "the third day there, we decided to go home when we finally making it back home".

    The students failed to derive the correct past form of **make** to **made.** Without using any regular verb form **maked** and present participle form **making.**

    the percentage of the wrong answer is $\frac{47}{69} x100 = 68\%$

b. Errors in the use of to be was/were.

    1. We *to be* surprised to see the beautiful view of the beach.

- Correct answer: We *were* surprised to see the beautiful view of the beach.

- The result of the test shows that 35 students answered wrong. And 34 students answered right. Most of the students answered "we *are* surprised to see the beautiful view of the beach". Some of the students answers "we *was* surprised to see the beautiful view of the beach".

the students failed to derive the correct past form of *to be* to *were.* without using the present tense form of *are* and the singular form *was.*

The precentage of the wrong answers is $\frac{35}{69} \ x \ 100 = 50.7\%$

    2. Because it *to be* so high that no body was brave enough to surf on it that time.

- Correct answer : Because it *was* so high that no body was brave enough to surf on that day.

The result of the test shows that 20 students answered wrong and 49 students answered right. Most of the students answer "because it *is* so high that no body was brave enough to surf on it that time". Some of the students answer "because it *were* so high that no body was brave enough to surf on it that time".

The students failed to dirive the correct past form of *to be* to *was.* Without using present tense form *is* and plural form *were.*

The percentage of the wrong answer is $\frac{20}{69} \ x100 = 30\%$

4.2.2 The analysis of the most dominant errors on using past tense of the student's recount text writing.

  a. Errors in deriving in verb I into verb II in recount text writing.

The result of test shows that most of the student comitted errors on the test question number 7 "We *ride* our bikes down the beach for a while, on the hard, damp part of the sand". Most of the students answered was we *rided* our bikes down to the beach for a while, on the hard, damp part of the sand. And some of the students answered we *riding* our bikes down to the beach for a while, on the hard, damp part of the sand. The students failed to derive correct past form of *ride* to *rode.* Without using reguler verb *rided* and present participle *riding.*

The percetage of the wrong answer was $\frac{69}{69}x100 = 100\%$

So the most dominant error made by the student on using simple past tense on the student's recount text writing on the category of deriving verb I into verb II was the question number 7 with the percentage of the wrong answer is 100%.

    b. Errors in the use of to be was/were.

The result of the test shows that the most dominant error that comitted by the

students on the category the use of to be was/were is on the question test number 3 "We *to be* surprised to see the beautiful view of the beach". Most of the students answers was we *are* surprised to see the beautiful view of the beach. Some of the students answers was we *was* surprised to see the beautiful view of the beach.

the students failed to derive the correct past form of *to be* to *were.* without using the present tense form of *are* and the singular form *was.* The precentage of the wrong answers is $\frac{35}{69} \ x \ 100 = 50.7\%$ So the most dominant error on the use of simple past tense of the student's recount text writing on the category of using to be was/were was the question number 3 with the percentage of errors 50.7%.

4.3 Discussions

In this part, the writer analyzed the errors that students made. It is listed in the table below :

a. Written test

Table 4.3

Frequency of error

Simple past tense

Item Number	Frequency	Percentage
1	7	10.2%
2	0	0%
3	35	50.7%
4	36	52.2%
5	30	43.5%
6	54	78.2%
7	69	100%
8	9	13%
9	20	30%
10	47	68%
Total	307	44.5%

To find out the whole average using the formula :

$$P = \frac{F \ x \ 100\%}{Nx \ 10}$$

$$P = \frac{307 \ x \ 100\%}{69 \ x \ 10}$$

$$P = \frac{30.700}{690}$$

$$P = 44.5\%$$

From the table it can be seen that 7 students (10.2%) made error in item number 1, no one made error in item number 2, 35 students (50.7%) made error in item number 3, 36 students (52.2%) made error in item n umber 4, 30 students (43%) made error in item number 5, 54 students (78.2%) made error in item number 6, 69 students (100%) made error in item number 7, 9 students (13%) made error in item number 8, 20 students (30%) made error in item number 9, and the last, 47 students (68%) made error in item number 10. On the average, there were 44.5% of 69 students made errors in the simple past tense.

Based on the data analysis in chapter four, it discussed as follows.
The data above is classified into two categories, they are as follows:

1. Errors in deriving verb I into verb II in simple past tense.
Item number {1, 2, 4, 5,6,7,10}= 252 errors
The percentage of those errors are :

$$P = \frac{F \ x \ 100\%}{Nx \ 10}$$

$$P = \frac{252 \ x \ 100\%}{69 \ x \ 10}$$

$$P = \frac{25200}{690}$$

$$P = 36.5\%$$

2. Errors in the use of to be was/were.
Item number{3,8} = 55 errors
The percentage of those errors are :

$$P = \frac{F \ x \ 100\%}{Nx \ 10}$$

$$P = \frac{55 \ x \ 100\%}{69 \ x \ 10}$$

$$P = \frac{5500}{690}$$

CHAPHTER V CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion from the research findings based on the study conducted at SMAN 7 Mataram.

5.1 Conclusion

Based on the analysis of the studyThe result of the study shows that students produce some errors; and the errors that mostly committed by students are classified into 2 (two) categories, they are as follows:

a.   Errors in deriving verb I into verb II in the recount text writing. The percentage of these errors are 36,5 %.

b.   Errors in the use of to be was/were. The percentage of these errors are 7,9 %.

The most dominant error in recount text writing that made by the second year student of SMAn 7 Mataram in the academic year 2015/2016.

The result of the study shows that the errors that mostly committed by students. It is as follow:

a.   Errors in deriving verb I into verb II in the recount text writing. The percentage of these errors are 36,5 %.

5.2 Suggestion

In line with the research findings previously, here are some suggestions that can be given related to the writer conclusion and hopefully can take the benefit to anyone who reading this thesis. The suggestions are :

a. They must learn properly about regular, irregular verbs, and to be was/were

b. The teacher should master the classroom management so that he/she can manage the lesson well and no one of the students less focus.

c. The teacher should give more exercises to the students whether in changing the subject or memorizing the meaning of the verb.

d. The teacher should choose the appropriate material and method based on the situation and condition in the classroom.

e. The teacher should give attention to the weak students in comprehending the lesson.

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