

An Error Analysis Of Simple Past In Writing Recount Text At The Twelfth Grade

An Error Analysis of Simple Past in Writing Recount Text at the Twelfth Grade

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ABSTRACT

The objectives of the research written as following: 1) to identify the types of errors made by students on using simple past tense in writing recount text and; 2) to find out the causes of error made by students on using simple past tense in writing recount text. The researcher conducted the research at MAPN 04 Medan. The subjects of the study were the students of the twelfth grade of MAPN 04 Medan. There were about 31 students in the class. Researcher as the key instrument gave two tests to complete the data in the field. The data analysis uses descriptive qualitative to describe and convey the result of data which will be obtained during the process of the research in the field. The data of this research was words. Researcher had found a violence of students' result in writing recount text using simple past tense, it was the way most students wrote an adverb/conjunction at the beginning of the sentence and straightly followed by the past form of the verb, which is absolutely wrong in grammatical. The researcher realized the error occurred due to cultural effect of interpreting the adverbs/conjunctions followed with verbs. For example, '*after swam*' was supposed to follow the pattern of S + V2 + O/C + CONJ. + S + V2 + O/C, but instead writing it as CONJ. + V2. Researcher did the analysis in the correct way as CONJ. + S + V2 became after we swam. For the most dominant cause made by students was Translation due to lack of attention of the changing verbs and to be in using simple past tense.

Keywords: Error Analysis, Simple Past Tense, Recount Text

ABSTRAK

Tujuan dari penelitian ini ditulis sebagai berikut: 1) mengidentifikasi tipe kesalahan yang dibuat oleh siswa pada penggunaan simple past tense dalam menulis teks recount dan; 2) untuk mencari tahu penyebab dari kesalahan yang dibuat murid pada penggunaan simple past tense dalam menulis teks recount. Penelitian ini dilakukan di MAPN 04 Medan. Target dari penelitian ini adalah siswa/I kelas 12 MAPN 04 Medan. Terdapat sekitar 31 siswa/I dalam kelas tersebut. Peneliti sebagai kunci instrument kunci memberikan dua tes untuk melengkapi data di lapangan. Analisis data menggunakan kualitatif deskriptif untuk menjelaskan dan menyatakan hasil dari data yang diperoleh selama proses penelitian di lapangan. Data dari penelitian ini adalah kata. Peneliti telah menemukan kesenjangan dari hasil murid dalam menulis teks recount menggunakan simple past tense, yaitu cara para siswa/I menuliskan kata keterangan/konjungsi di awal kalimat dan langsung diikuti oleh bentuk kedua dari kata kerja, yang mana tentu saja salah dalam ketatabahasaan. Peneliti menyadari kesalahan yang muncul dikarenakan efek budaya dalam menerjemahkan kata keterangan/konjungsi yang diikuti oleh kata kerja, seperti contohnya '*after swam*', ketika seharusnya mengikuti rumus dari S + V2 + O/C + CONJ. + S + V2 + O/C, tetapi menulis sebaliknya sebagai CONJ. + V2. Peneliti melakukan analisa dalam cara yang benar sebagai as CONJ. + S + V2 menjadi after we swam. Untuk penyebab yang paling dominan dibuat oleh siswa/I ialah Penerjemahan yang mana disebabkan oleh kurangnya perhatian dalam mengubah kata kerja dan to be dalam menggunakan simple past tense.

Kata kunci: Analisa Kesalahan, Simple Past Tense, Teks Recount

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1. INTRODUCTION

There must be an obvious point of the reasons why people speak in English while their mother tongue is not English. As the fact mentioned by (Daniels & Crystal, 1992) that more people use English today than have used any other language in the history of the world for enormous important purposes to communicate in international level such as for academic and commerce.

Regarding to the previous line above, English is considered to be a productive skill, including writing and speaking as quoted by (Burns et al., 1967). They are so-called productive due to the fact that thinking of an idea means starting to produce the language inside the mind and use it as a means of communicating, sharing or delivering ideas.

One of the prime foundations in getting hold of the two productive skills properly is by following a set of rules included in learning language. This set of rules used as guidelines in producing the language spoken and written properly known as grammar. Grammar helps to have a conceptive of what language used is like.

Grammar has several parts of speech, namely 'verb'. Verbs can be used in several time known as tense as in simple past tense. It is an action that happened in the past and the activity has completely been done before the present time.

2. LITERATURE REVIEW

The literature review contains state of the art and theoretical explanations used for research variables and deepens references. The literature review format is the same as the other heading 1 and if the theory has another heading 2 then the formatting is carried out as follows:

A. *Error Analysis*

According to (Azevedo & Corder, 1983) error is a part of the systematic study of the learners' language, which is necessary to reach a full understanding of the process of second language acquisition. (Brown, 2007) defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. To put it all together, error analysis is simply here to give a hand in addressing mistakes and errors students seem to make.

1) Types of Errors

(Bialystok et al., 1983) classify errors into four types, they are: 1) Linguistic category; 2) Surface strategy taxonomy; 3) Comparative taxonomy; and 4) Communicative effect taxonomy.

Linguistic category classifies errors according to the language components and particular linguistic constituent the error affects. These language components include: phonology (pronunciation), semantic and lexicon (meaning and vocabulary), syntax and morphology (grammar), discourse (style).

Surface strategy taxonomy highlights the way surface structures are altered in specific and systematic ways. It involves four subcategories; omission, addition, misinformation, and misordering errors.

Comparative taxonomy is the type of errors focuses on the comparisons between the structures of L2 errors and other construction and is divided into four subcategories; development error, interlingual error, ambiguous error, and other error.

Communicative effect taxonomy focuses on the distinguishing between errors that seem to cause the miscommunication and those that do not. This taxonomy classifies errors in two types, global and local errors.

2) Causes of errors

The causes of error that which often happen, (Bongaerts, 1984) explains there are three causes of errors, namely carelessness, first language interference, translation.

B. Simple Past Tense

(Leki & Azar, 1982) states that the simple past tense is an activity that began and ended at a particular time in the past. (Murphy, 2012) said that the verbs used in the past often end in –ed.

1) Form of simple past

The forms of the verbs are divided into two kinds; regular and irregular. The regular verbs are those that follow rule in general by attaching morpheme ‘-d’ or ‘-ed’ at the end of the words to form the past (Hariyono & Carthy, 2008). As for irregular verbs, said that this group of verbs has no clear rules in forming the past form of the verbs.

C. Recount Text

(Saragih et al., 2014) stated that recount text is basically written out to make a report about an experience of a series of related events.

1) Generic Structures Of Recount Text

The structures of recount text are adapted from Board of Studies (1998:287) in Hyland (2003:124) as follow: an orientation, a record of events, personal comments and a reorientation.

2) Types of Recount Text

According to (Derewianka, 1990) recount text is divided into five types, namely; personal recount, factual recount, imaginative recount, procedural recount, and biographical recount.

3. RESEARCH METHOD

A. Research Design

This research design explained about the location of where the research was taken place, the respondents, the technique of data collection and data analysis. This research was conducted by applying a descriptive qualitative design to explain the error types in simple past tense in the recount text. According to (Yilmaz, 2013), qualitative research is “an emergent, inductive, interpretive and naturalistic approach to the study of people, cases, phenomena, social situations and processes in their natural settings in order to reveal in descriptive terms the meanings that people attach to their experiences of the world”.

B. Location

This research was conducted at MAPN 4 Medan. The location was at Jl. Jala Raya, Besar, Kec. Medan Labuhan, Kota Medan, Sumatera Utara 20251.

C. Subject

The subjects of the study were the students of the twelfth grade of MAPN 04 Medan. There were about 31 students in the class.

D. Technique of Data Collection

In qualitative research, data collection approach includes in-depth interview, document analysis, observation, and audiovisual materials analysis (John W, 2020). The steps for collecting data in research were as follow:

- a. The researcher gave explanation about simple past tense
- b. The researcher asked the students to conduct a story according to their most interesting experience using simple past tense
- c. The researcher collected the students' tests to analyzed the data
- d. The researcher studied the students' tests to analyze the types and causes of errors the students had made during the tests

E. Technique of Data Analysis

According to (Lewis, 2015) data analysis in qualitative research is "the process of bringing order, structure, and meaning to the mass of collected data. The data is analyzed by using descriptive qualitative to describe and convey the result of data which will be obtained during the process of the research in the field. The data were analyzed in several steps as follow:

- a. The researcher identified the errors based on the category of Surface Strategy Taxonomy by (Bialystok et al., 1983) on the recount text
- b. The researcher classified the types of errors into the six as mention: omission, addition, misformation, misordering, local error and global error
- c. The researcher classified the causes of errors into 3 namely Carelessness, First Language Interference and Translation
- d. The researcher showed the result of the data in written form

F. Trustworthiness of the Study

(Miller & Brewer, 2015) relies on four general criteria in their approach to trustworthiness. They are credibility, transferability, dependability, and confirmability. Researcher considered each of the factors and added other perspectives from those who had written about trustworthiness in qualitative research as follow:

a. Credibility

Credibility is a measure qualitative research truth or whether the finding correct and true. Researcher had an observation with the headmaster and the teacher who was in charge to collect the data of the school so that the researcher knew about the relation between both teachers and students in learning English. This meant that researcher needed to stay for some time to be able to collect the data more completely and clearly.

b. Dependability

Both researcher and participants built the trust as digging the research deeper in reaching the same goal. This was important that the participants trusted the researcher and the researcher trusted the participants in order to conduct a strong bond during the process of observing and

collecting the data. The researcher then tested the data taken from interpretations and recommendations then the researcher proved the comparison by using the notes of the whole activities and the result of the research.

c. Confirmability

In confirmability, the researcher assumed that each participant brought unique perspectives to the study. Confirmability refers to the degree to which the results confirmed or corroborated by others that the result of the research examined is from the actual data. Here the researcher would have to observe keenly and had the data collected by using various methods of collecting data such as having some fun games in knowing more about the structures of simple past tense in a complete sentence or having some question and answer session for simple quiz in the classroom.

d. Transferability

Transferability is one of the four keys of trustworthiness in qualitative research. The researcher made sure that the result of data transferred and applied in other context or other situation. The researcher described all settings of research in a whole, completely and deeply like writing whose names were all good for answering questions and whose names who still found it confusing for the changing verbs of irregular form in simple past tense.

4. RESEARCH FINDINGS AND DISCUSSION

A. Data

The data of this research had been collected by using two kinds of tests which were given to the students that is known as words. The tests were in the form of recount texts. The tests were both using recount text and ways the data collected were by asking the students to conduct a story using simple past tense.

As for the result, the researcher found a lot of errors in using the past form of the verbs. The researcher found some errors made by students in using Simple Past Tense in recount text. The researcher divided the errors into six classifications of errors based on the category of Surface Strategy Taxonomy by (Bialystok et al., 1983). They were known as omission, addition, misformation, misordering. The researcher also found the local and global errors. The data of the errors in using simple past tense made by students in XII IPA 1 were displayed in the table as follow:

No.	Students' Initial Name	During Holiday
1	ARB	That is my brief experience during holiday
2	AME	My holiday may not be interesting for everyone but it was so enjoy for me
3	AGA	-and also enjoy the sunset on the sunset - we prepared some preparations
4	AKS	-We prepare it as best as possible so that new students are interested in joining us -we practice every day during holidays -we share groups to make it easy -after entering school, we also have competition activities

No.	Students' Initial Name	During Holiday
5	AUL	-Before yesterday's vacation -There were many suggestions for places that passed on our Tiktok homepage -then when we were fixed to go to Mangrove beach -after that, we want home
6	ALY	-In Merici there are kids pool -and then I go home -the view is good -after I arrive in my hometown I rest
7	CAB	-yesterday after school, my friend and I went home using public transportation -I took a stone then I threw the dog with the stone
8	DSA	-and take photos and follow the animals' style and vlog
9	FDW	-a year ago my dad was death -that is a best story ever happen in my life so far that change my lifestyle -a good news was come -what is it? -ma bro graduated -me and all my family
10	FZI	-a year ago right on teacher day -me and my friend go to Polonia street at night for take the pictures and saw city light of Medan -after on Polonia street, we stop at side of street and take the picture -after take the picture, there are gangster approach us and they want steal my motorcycle and handphone -we try fighting with the gangster for the save us valueble thing's -we fight 3 VS 7 and we won save the valueble thing's
11	FRA	-after took her to the airport
12	FZR	-last year i have experience -we have three days -one thing I remember most last year at Jumbara was we didn't have water to shower - the people are good and very kind
13	FHR	-during last holiday, I decided to spend some time at hom -it was a walcome change from my usual routine of going to school and doing homework
14	KFH	-and see what it had to offer -then I go to Pantan Terong -we can see the lake from there and it is so cold there
15	KMZ	-my three friends and I had plan for a vacation -there was Lake Toba, Mount Sibayak and others -an also enjoy the sunset -starting from parentel permission, vihicles, and also snacks -we were very happy because of the secenery we saw, because when we go the sky was starting to get beautiful.

No.	Students' Initial Name	During Holiday
16	LSA	-I and my friends went to Carefour to photos in Selfie Time -there are a lot of accesorries that we can use -inside the studio, we were free to pose
17	LAS	-there are many animal -I and my brother gave food to the bird there -and then we went to restaurant to ate some food -suddenly it rained -so we taking a quick route -while drinking a cup of coffe
18	ISM	-
19	NDN	-I wash the dishes -I immadiately saw glass shards scattered all over the kitchen floor -end then my mom came into the kitchen
20	NDZ	-
21	NDA	-
22	NZS	-before in Sabang, we arrived in Banda Aceh first -and we bought some souvenirs
23	NWA	-I and my friend went to UMA -there are many animals -then we slept in UKS and go home
24	PRR	-one year ago, me and my friends went to Brastagi at lesson time -me and my friends was so happy
25	PTA	-in August last year was the mont when he took away my happiness -I could not feel the grip of his hands wich always guided me
26	RYA	-in the Sunday morning, one month ago, i with my friends, off course my classmate, went to the Pancur Batu and ride the motorcycle -I with Yoga -after we arrive at the location -after swam, we prepare for go home
27	RCC	-I just can grinned and shook my head -I shout in my room because happy Indonesia National Team make a history in Asian cup -but I just laugh loudly because I know her answer
28	SAZ	-
29	SSA	the next day I was home
30	SYN	-
31	ULQ	-but I though going there was a good idea two days ago

No.	Students' Initial Name	During Holiday
32	NDB	-but I am kind of scared with those robots -we were having so much fun at Gramedia -me and my friend bought some books that we liked

B. Analysis

The researcher had classified the types of errors based on the category of Surface Strategy Taxonomy by (Bialystok et al., 1983) as follow:

1. Omission

Data collected:

- and **also enjoy** the sunset **on the sunset**

Analysis based on the Surface Strategy Taxonomy in subcategory of omission by (Bialystok et al., 1983):

- and **we** also enjoyed the sunset at the beach

Based on the sentence above, the researcher had found that there were several words being omitted and it made the sentence looked ambiguous and could be grammatically wrong. The researcher also found that students made 30 errors in the category of Surface Strategy Taxonomy in subcategory of omission by (Bialystok et al., 1983).

In this case for both tests, the result of the tests showed the functional words in simple past tense had been omitted unnecessarily. This shows the evidence of omission that the students made had come to a broader view.

2. Addition

Data collected:

- during **last** holiday, I decided to spend some time at **hom**

Analysis based on the Surface Strategy Taxonomy in subcategory of addition by (Bialystok et al., 1983):

- **during holiday**, I decided to spend some time at home

Based on the sentence above, the researcher had found that there were several words being added and it made the sentence be grammatically wrong. The researcher also found that students made 26 errors in the category of Surface Strategy Taxonomy in subcategory of addition by (Bialystok et al., 1983).

As for the result of both tests, it showed that the functional words in simple past tense had been added unnecessarily such as "**was**" and "**were**".

3. Misformation

Data collected:

- *me* and my friend *go* to Polonia street at night *for* take the pictures and saw city light of Medan

Analysis based on the Surface Strategy Taxonomy in subcategory of misformation by (Bialystok et al., 1983):

- *My friend and I* went to Polonia street at night *to* take the pictures and saw city light of Medan

Based on the sentence above, the researcher had found that there were several words being written in a wrong form and it made the sentence be grammatically wrong. The researcher also found that students made 111 errors in the category of Surface Strategy Taxonomy in subcategory of misformation by (Bialystok et al., 1983).

As for the result of both tests, it showed that most subjects were changed into objects like “me and my friend” when it should be “my friend and I” in the correct pattern of simple past tense and the researcher also found the error of putting the word “*for*” to mean “*to*”.

4. Misordering

Data collected:

- I *just can grinned* and *shook* my head

Analysis based on the Surface Strategy Taxonomy in subcategory of misordering by (Bialystok et al., 1983):

- I *could just grin* and shook my head

Based on the sentence above, the researcher had found that there were several words being written in a wrong position and it made the sentence be grammatically wrong. The researcher also found that students made 13 errors in the category of Surface Strategy Taxonomy in subcategory of misordering by (Bialystok et al., 1983).

As for the result of both tests, it showed that most adverbs were put before verb when it should be put after it like “*just can*” instead of “*could just*” in the correct pattern of simple past tense.

5. Local Error

Data collected:

- I *took* a stone then I threw the dog with the stone

Analysis based on the Communicative Effect Taxonomy in subcategory of local error by (Bialystok et al., 1983):

- I *picked* a stone then I threw the dog with the stone

Based on the sentence above, the researcher had found that there were several words being written in a wrong verb form and it made the sentence be grammatically wrong even though the sentence could still be fully understood and tolerated. By the result of the test, it showed that the students made 51 errors in the category of Communicative Effect Taxonomy in subcategory of local error by (Bialystok et al., 1983).

It showed that most verbs were written in the present form instead of past form such as “**take**” instead of “**took**” but was corrected to “**picked**”.

6. Global Error Data collected:

- *I and my brother gave food to* the bird there

Analysis based on the Communicative Effect Taxonomy in subcategory of global error by (Bialystok et al., 1983):

- *My brother and I fed* the birds there

Based on the sentence above, the researcher had found that there were the words were mostly written in wrong ways and it made the sentence be unclear and the information in the sentence could not be understandable. By the result of the test, it showed that the students made 19 errors in the category of Communicative Effect Taxonomy in subcategory of global error by (Bialystok et al., 1983).

C. Research Findings

Researcher had found a violence of students’ result in writing recount text using simple past tense. The researcher realized that the error occurred because of the cultural effect in interpreting the adverbs/conjunctions followed with verbs. For example *after swam* when it was supposed to follow the pattern of S + V2 + O/C + **CONJ. + S + V2 + O/C**, so instead writing CONJ. + V2, researcher did the analysis in the correct way as CONJ. + S + V2 became *after we swam*.

For the causes of errors were taken from the theory of (Bongaerts, 1984). These causes were shown in Carelessness, First Language Interference and Translation. After analyzing the results of the data collected, researcher was sure that the causes of errors in the category of carelessness were made due to lack of attention of the changing verbs and be in using simple past tense.

There were also found that the errors were caused due to lack recognition of the first language or mother tongue that it affects the way students apply their daily words from Indonesian language as their mother tongue to English language as the L2 learners, but for some who have understood and learnt more about English. The researcher still found some ambiguities in the way the students translate their L1 sentence into the L2 sentence.

No	Classification of Error	Frequency	Percentage
1.	Misformation	120	$120 : 189 \times 100 \% = 63,4 \%$
2.	Omission	30	$30 : 189 \times 100\% = 15,8 \%$
3.	Addition	26	$26 : 189 \times 100\% = 13,7 \%$
4.	Misordering	13	$13 : 189 \times 100\% = 6,8 \%$
5.	Local	27	$27 : 46 \times 100\% = 58,6 \%$
6.	Global	19	$19 : 46 \times 100\% = 41,3 \%$

Based on the data obtained, the researcher concluded that the most dominant errors made by students in XII IPA I at MAPN 4 Medan was Misformation with 120 or 63,4 %, at the 2nd position was Omission with 30 or 15,8%, at the 3rd position was Addition with 26 or 13,7% and for the lowest position was Misordering with 13 or 6,8%. And the other errors were Local errors with 27 or 58,6% and Global errors with 19 or 41,3%. The researcher found that the most dominant cause was in translation. This was supported through observation to all the students in XII IPA 1. From the result of

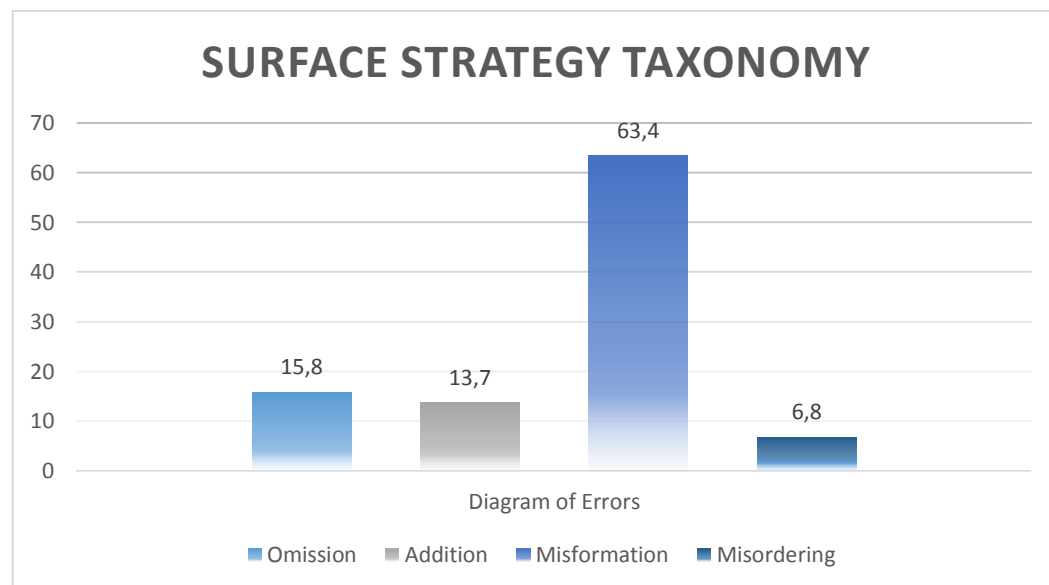
students' test, it could be concluded that the students had difficulty in translating a word and sentences in recount text. This was why Translation was one of the most dominant cause of why students made errors in using simple past tense.

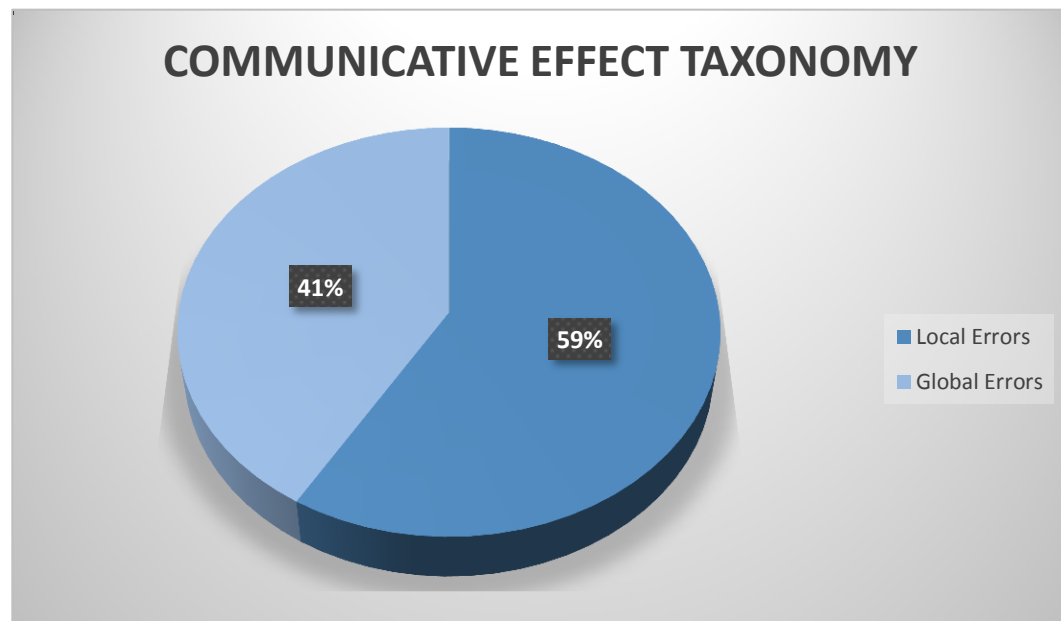
The students were often mistaken in determining which verbs are regular and irregular for the form of the verbs and the students also felt the difficulty in putting the position of to be and V2 in using simple past tense. These examples were taken from the students' test result, it was "**Next, the teacher taken us to where were the games**". That sentence was wrong. The students changed it into the past participle verb form for simple past tense.

So the researcher assumed that the lack of understanding the tenses was one of the causes why students often made errors in using Simple Past Tense in the recount because the students had less understanding of tenses use which sometimes made them often hard in adjusting the sentence to the correct tense.

D. Discussion

For the first research question, analyze what types of errors that are made by students in using simple past tense in writing recount text, the theory was taken from the category of Surface Strategy Taxonomy by (Bialystok et al., 1983) and it showed the 4 error types and two error types from the category of Communicative Effect Taxonomy.





By analyzing the result of data collected, it could be drawn that the total of errors from the category of Surface Strategy Taxonomy was Misformation with 120 errors or 63,4%, Omission with 30 errors or 15,8 %, Addition with 26 errors or 13,7 % and Misordering with 13 errors or 6,8 %. and from the category of Communicative Effect Taxonomy was Local errors with 27 errors or 58,6 % and Global errors with 19 or 41,3%. From the total of four errors from the category of Surface Strategy Taxonomy was 189 and the total of two errors from the category of Communicative Effect Taxonomy was 46.

For the second research question, find the causes of errors in using simple past tense in writing recount text, was taken from the theory of (Bongaerts, 1984). The first cause of error was carelessness due to lack of attention of the changing verbs and be in using simple past tense, the second cause of error was lack of the ability of the first language interference or adaptation of mother tongue. It affects the way the students apply the daily words from Indonesian language to English language as the L2 learners.

The first cause is on the language interference due to the student still engage the first language Bahasa Indonesia to English especially passive voice and the last cause of error was translation due to the students' ignorance of the meaning of the word or even the sentence in Narrative text. The researcher found the new causes was the lack of paying more attention on the details of the changing verbs into the past form in using simple past tense in writing recount text.

5. CONCLUSION

After analyzing the data, the conclusions are drawn as the following:

1. Based on the result of students' error in using simple past tense in writing recount text. There are four types of errors in the category Surface Strategy Taxonomy that were found in this research, such as omission, addition, misformation, misordering and two more types of errors in the category of Communicative Effect Taxonomy such as global and local error. These six types of errors that made by students of XII IPA 1, which was calculated based on the students' recount texts. The

occurrences of error was Misformation with 120 errors or 63,4%, Omission with 30 errors or 15,8 %, Addition with 26 errors or 13,7 % and Misordering with 13 errors or 6,8 %. and from the category of Communicative Effect Taxonomy was Local errors with 27 errors or 58,6 % and Global errors with 19 or 41,3%. Researcher had found a violence of students' result in writing recount text using simple past tense, it was the way most students wrote an adverb/conjunction at the beginning of the sentence and straightly followed by the past form of the verb, which is absolutely wrong in grammatical. The researcher realized the error occurred due to cultural effect of interpreting the adverbs/conjunctions followed with verbs, as for example ***after swam*** when it was supposed to follow the pattern of S + V2 + O/C + ***CONJ. + S + V2 + O/C***, so instead writing CONJ. + V2, researcher did the analysis in the correct way as CONJ. + S + V2 became ***after we swam***

2. The causes of students' error in using simple past tense in the recount text was Carelessness, First Language Interference and Translation. The three causes of error were found based on the student's recount texts and observation. For the most dominant cause made by students was Translation due to lack of attention of the changing verbs and be in using simple past tense. The researcher also found in this research that the lack of understanding tenses was one of the causes of errors made by students in using simple past tense in the recount due to difficulty to adjust the sentence into the correct use of Simple Past Tense.

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