

Error Analysis of Simple Past Tense in Recount Text Written by Eight Grade Students of SMP Mardisiswa 2 Semarang

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Abstract

Many students make mistakes when compiling English texts. Brown (2000:217) argues that most of the mistakes made come from native speakers themselves, meaning that the mistakes made by students are due to their lack of understanding of the grammar rules of the target. So to be able to produce good and correct recount text, students need to master grammar, especially tenses. In this study, the researcher used a qualitative descriptive study. Kind of errors made by the eighth grade students of SMP Mardisiswa Semarang in writing recount text are: misinformation, misordering, addition and omission. Errors tendency made by the eighth grade students of SMP 2 Mardisiswa Semarang in writing recount text is misinformation. Alternative suggestions for student to prevent the error made by the eighth grades students of SMP 2 Mardisiswa Semarang in writing recount text are the students should pay more attention about the grammar rules generally and pas tense especially because it is the generic structure of recount text. Students should do more practice in writing recount composition by paying attention to the use of correct grammar to improve their skill in recount writing, remember the use of V2 and V3 and practice it in spoken or written form as productive skill, students should practice writing recount text properly whether local, national or international story, students should be aware of their errors and try to overcome their problems or difficulties in studying English, especially in writing, students are suggested to pay more attention to their study of English in order to improve their competence in writing.

Keywords: Writing, procedure text, video

Introduction

In communication, we need a tool named. The function is for transferring information, ideas and feelings from one person to the other both in written and oral form. Besides using communication for personal, language is the main tool in communication as an irreplaceable aspect. Language is also very important in human life, besides they use it as

a tool for communication, it is also used to communicate ideas, feelings, and negotiating with others. Language cannot be separated from humans because they use it as the way of their communication.

One of the language we have to master well besides Indonesia is English. We can communicate with people from another country using English. According to Mahu (2012: 30) when a person joins a study abroad program, learning English will help him to develop English skills inside or outside the classroom. That's why Indonesian is included in formal education as a subject taught in schools since elementary school.

In Indonesia, students recognize empathy language skills, namely listening, reading, writing, and speaking. Listening and reading are classified as receptive skills while writing and speaking are productive skills. Moreover the most complicated English skill is the written one. According to Bayat (2014: 19) that writing expressions is a difficult skill for students. It is true that students in junior high school still have difficulty in writing because they lack words, spelling, and grammar. According to Saragih, Silalahi, and Pardede (2014: 56) stated that "Writing is difficult for students because of lack of vocabulary, spelling, and grammar". When they attend English class, they may have a negative perspective. This is because in learning English, learners must learn all aspects of tenses. All aspects of English tend to confuse students and they will find some difficulties in applying English grammar in a written context. Writing is such a complex intellectual task. It consists of several skill components, such as spelling, grammar, diction, vocabulary, etc. This can be proven from the research conducted by Ansyar, Andi Muhtar, and Suharyadi (2012: 5), which examined 28 essays written by 28 eighth grade students of SMP LAB UM. They found that most of the students' writings showed students about the rules and grammar applied in English writing. A similar study was also conducted by Ruh Raihanah (2017: 9) who conducted a qualitative descriptive study on the writings of SMAN 7 Mataram finding 307 errors in the linguistic system.

Type of text is one of the materials taught in English in junior high school in Indonesia. They are recounts, narrative, procedure, descriptive, and report. According to Anderson (2010: 76) recount text is the form of text that aims at retells some events in previous times; the sentences are usually organized according to time order or chronological order. Many students find difficulties in learning recount paragraphs. Students are still confused about how to write recount paragraphs. One of the difficulties which students in learning recount paragraphs face is lack of knowledge of the structure and grammar. Nevertheless, they usually face difficulty in English grammar that is in arranging words into correct utterances or sentences.

In fact, many students make mistakes when compiling English texts. Brown (2000:217) argues that most of the mistakes made come from native speakers themselves, meaning that the mistakes made by students are due to their lack of understanding of the grammar rules of the target. So to be able to produce good and correct recount text, students need to master grammar, especially tenses. In this study, the researcher wanted to focus on analyzing the use of tenses because the researcher still found some errors in the students' writing when the researcher taught eighth grade students in SMP Mardisiswa

The 1st Undergraduate Conference on Applied Linguistics, Linguistics, and Literature
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
August 7, 2021

2 Semarang. Mostly the students were still confused about the use of simple past tense. Referring to this phenomenon, the researcher interesting to hold the research in SMP Mardisiswa 2 Semarang entitled "Error Analysis of simple past tense in Recount Text Written by Eight Grade Students of SMP Mardisiswa 2 Semarang".

Method

In this study, the researcher used a qualitative descriptive study. Bogdan and Taylor in Bambang (2006:219) say that qualitative research is research that produces descriptive data in the form of written or spoken words from the subject in his behavior to be observed, therefore the research objective is the individual. complete understanding and background. This type of qualitative research focuses on description with a focus on description; researchers can be based on criteria. During the study, the researcher functions as an observer. Researchers observed students' abilities by regular class teachers.

The percentage of errors presented is based on technical analysis terms. To calculate the percentage of student errors, the authors apply the following formula as proposed by Sudjono (2004):

$$P = \frac{f}{t} \times 100\%$$

P = Percentage

F = Frequency of error occurred

t = Total error

Another statement by Fraenkel et al, (2012: 436) in qualitative research, data analysis is an iterative and continuous comparative process that reduces and retrieves large amounts of written (and sometimes pictorial) information. Coding means that the data has been collected, the researcher must also decide how to segment the data to be presented. Comments Orwin (1994:) when preparing coded data: "Coding is an attempt to reduce complex, cluttered, context-laden and quantification complex realities to a matrix of numbers" (Mackey and Gess, 2005: 140).

Data coding, defined simply, requires finding and marking patterns in the data regardless of the modality (Mackey and Gess, 2005:225). So, the researcher will reduce the data first by using some codes. The researcher encoded the texts as follows:

S1 = The 1st Student

S2 = The 2nd Student

S3 = The 3th Student

Tn = The nth Student

SST` = Surface Strategy Taxonomy

Findings and Discussion

The errors of surface strategy taxonomy classified as omission, misinformation, misordering and addition. Based on the researcher that the percentage of errors linguistic category is 95%. In analyzing the errors of linguistic category, the researcher used a percentage correction by using the formula as follows:

$$\text{Errors of linguistic category percentage} = \frac{\text{The Number of sub types errors}}{\text{Total Number of linguistic errors}} \times 100\%$$

Table 1: The distribution of errors surface strategy taxonomy as follows:

No	Type of error	Errors of linguistic frequency category percentage	%
1	Surface strategy taxonomy of omission	$\frac{3}{41} \times 100$	6%
2	Surface strategy taxonomy of missordering	$\frac{2}{41} \times 100$	4%
3	Surface strategy taxonomy of misinformation	$\frac{28}{41} \times 100$	66%
4	Surface strategy taxonomy of addition	$\frac{8}{41} \times 100$	19%
Total			95%

Table 1 shows that there are 4 sub-types of errors in the surface strategy taxonomic distribution. It can be seen that the highest number of surface strategy taxonomic misinformation (28 or 66%), followed by addition (8 or 19%), omission (3 or 6%) and finally misordering (2 or 4%). It can be assumed that students often misinform misinformation.

After classifying the items into the tested areas and analyzing the frequency of errors in each item, the authors formulate an order of error types from high frequency to lowest error frequency. In this study, researchers also discuss trends. To get the trend of errors the researcher will calculate the distribution of all errors as follows:

Table 2: Type of Errors

No	Categories	Sub-Types of Errors	Frequency	%
1	Linguistic Category	Vocabulary	1	2.5%
		Meaning	1	2.5%
2	Surface strategy taxonomy	Omission	3	6%
		Addition	8	19%
		Misinformation	28	66%
		Misordering	2	4%
Total				

The table above shows that misinformation got the highest number 28 from 43 or 66% and followed by addition 8 from 43 or 19% while another categories of errors such as misordering and omission almost have same point. It can be concluded that the errors tendency made by the eighth grade students of SMP Mardisiswa Semarang in writing recount text is surface is misinformation.

Based on the explanation above, the most common is misinformation. Do some suggestions for students to prevent mistakes:

1. They should learn more about grammar rules in general and tense tense especially because it is the general structure of recount text. Students should practice more in writing recount compositions by paying attention to the use of correct grammar to improve their skills in writing recounts.
2. Remember the use of V2 and V3 and practice in oral or written form as a productive skill
3. Students must practice writing recount texts correctly both local, national and international stories.
4. Students should be aware of their mistakes and try to overcome their problems or difficulties in learning English, especially in writing.
5. The students are advised to pay more attention to their English lessons to improve their competence in writing.

Conclusion

Based on research findings and discussion on the chapter IV there are some conclusions, they are:

1. Kind of errors made by the eighth grade students of SMP Mardisiswa Semarang in writing recount text are: misinformation, misordering, addition and omission.
2. Errors tendency made by the eighth grade students of SMP 2 Mardisiswa Semarang in writing recount text is misinformation.
3. Alternative suggestions for student to prevent the error made by the the eighth grades students of SMP 2 Mardisiswa Semarang in writing recount text are the students should pay more attention about the grammar rules generally and pas tense especially because it is the generic structure of recount text. Students should do more practice in writing recount composition by paying attention to the use of correct grammar to improve their skill in recount writing, remember the use of V2 and V3 and practice it in spoken or written form as productive skill, students should practice writing recount text properly whether local, national or international story, students should be aware of their errors and try to overcome their problems or difficulties in studying English, especially in writing, students are suggested to pay more attention to their study of English in order to improve their competence in writing.

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