Skripsi Artikel

AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT MADE BY THE EIGHTH GRADE STUDENTS OF SMPN 2 PAPAR ACADEMIC YEAR 2015-2016

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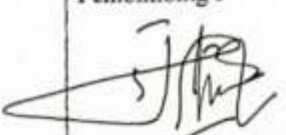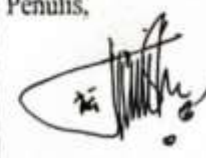**2017**

SURAT PERNYATAAN

ARTIKEL SKRIPSI TAHUN 2017

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ABSTRACT

In SMP N 2 Papar, the students often do errors in writing a text in using past tense. They occurred in the recount text writing. Students do errors because of the students' knowledge development and their mother tongue. In reality, they make errors in writing recount text and teacher did not give review more about the students mistakes in their task. Thus, this study describes about types of errors, frequents errors for each types of errors, and causes of errors made by eighth grade students of SMP N 2 papar.

By using descriptive qualitative research and documentation to get the data are shown in students' writing in class D at SMPN 2 Papar consist of 33 participants that has been found many errors that focused on verb simple past tense.

They are omission, its are omission of to be 22 errors or 16,92% and main verb (regular verb) main verb (regular verb) 20 errors or 15,39% and regular verb 10 errors or 7,70%,,addition error (regularization) ,it's are regular verb 6 errors or 4,62% and irregular verb 2 errors or 1,54%,, and the last is misformation (regularization)70 errors or 53,85%. The highest error which is done by eighth grades students of SMPN 2 Papar is misformation. Then these errors were caused by their interlingual transfer and intralingual transfer. Thus, the students of eighthh grade have made errors in omission, addition and misformation and the causes are their mother tongue (Interlingual), and students' knowledge (Intralingual).

Keywords: Error Analysis, Simple Past Tense, Writing, Recount Text

INTRODUCTION

Writing is a subject that learns about how to express an idea in written form. Students should think hard about the right sentence which is appropriate to share their ideas in written form. Sharing the ideas need a process involves a thinking to get the ideas and explore in written form. In other word, writing is a process to share, express or explore the idea into paragraph of the text which is considered the structure of sentence and organization of the text. Nunan (2003:88) argued that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and

paragraph that to be clear to the reader. According to Harmer (2007:258), writing process is an interrelated set of recursive stages which include drafting, structuring, focusing, generating ideas and evaluation. Then, Brown (2001:335) cited that written product are often the result of thinking, drafting and revising procedures that requires specialized skill ,skill that not every speaker develop naturally. In short, writing is a product by passing the process from thinking the ideas (planning), drafting, revising, evaluation (editing) until final draft. In learning process, students write recount text and have to know simple past tense well. Because, in writing recount text is needed knowledge about simple past tense which for writing the past experience. According to Anderson and Anderson (2003:24), recount text is a piece of texts that retells past events, usually in order in which they occurred. Additionally, the grammatical of writing recount text is using past tense. Anderson and Anderson (2003:24) stated that the grammatical feature of recount text is the used of the simple past tense to retell the event. So, in writing past experience students uses simple past which showed the experience has been happened and indicated by past form. In short word, recount text is retelling about past event that had been happened and indicated by past form.

According to Ngabut (2003), there are four problems in writing; those are in content, organizing, vocabulary and grammar. Based on preliminary research the writer observed that Students in SMP N 2 Papar especially in eighth grade students make errors in grammatical exactly on simple past tense. They still common make an error in writing their past experience especially in the verb past tense between regular and irregular verb, to be and the organization of the text that have been made. They write their past experience by using translation Indonesian into English. It makes the students difficult to difference the verb from Indonesian into English. Some of them still use present in writing the verb and also use verb-*ing* that become noun in the sentence. For the example that found and happened in the students when they did a task that given by the teacher like " ….*when I walking-walking with my friend..*" It should be "…..*when I took a walk with my friend..*"."*Last holiday I go to the beach"*.It should be "*Last holiday I went to the beach. Based on the preliminary research that has been found, the writer focuses on simple past tense in writing recount text. And she describes about types and frequency of error which is made by the students and causes of error that is made by the students.

RESEARCH METHOD

This research uses descriptive qualitative approach and uses observation and documentation which described the error made by students in detailed. This research involves 29 participants from SMP N 2 Papar and takes purposive sampling. The data was taken from students' writing task. The data was analyzed, base on Dulay et.al (1982:148) who mentioned four type of error seen from surface strategy, these are omission error, addition error, misformation error and misordering. And for the sources of errors Brown (2006:263) mentioned these are interlingual transfer, intralingual transfer, contex of learning and communication strategy. Then Ellis (1994: 57- 68) stated that steps to analyze the errors are indentification of error, classification of error, description of error, explanation the error then tabulation. The data were finally tabulated to know the frequency of errors that are made by the students.

FINDING

Based on the students' writing task, the writer found three types of errors, those errors are omission, addition of error and misformation of error. In omission error, there are omission of to be and omission of main verb and in irregular verb. In addition of error, there are addition of verb regular and addition of verb irregular and the last is misformation focus on regularization. Students did errors of omission. They omitted the be as like was/were and main verb and also omitted –ed/-d in regular verb. Beside that some of them also did error in addition as like add –ed/-d or to before main verb, for example to help. And most of them made error in misformation in their sentence as like *depatured/ shoping-shoping.* The errors made by the students described as follow.

1. Omission
   a. Omission of to be
      Incorrect sentence are "There so crowded, There very beautiful, very happy."
      Correct sentence are "It **was** so crowded, It **was** very beautiful,I **was** very happy."

   b. Omission of main verb Incorrect sentence are "Later breakfast in the Aris restaurant,Later lunch in restaurant sandy,We all dinner in Cawas."

   Correct sentence are "Later I **had** breakfast in the Aris restaurant,Later I **had** lunch in restaurant sandy,We all **had** dinner in Cawas."

2. Addition of error
 a. Addition error in regular verb

   Incorrect sentence are" Then we all **to assemble** at 17.00 p.m,I and family **start** to Surabaya in there I **to look** many animals."

   Correct sentence are "Then we all **assembled** at 17.00 p.m, My family and I **started** to go to Surabaya, there I **looked at** many animals."

 b. Addition error in irregular verb

   Incorrect sentence are" Then we **buyed** drink,We **eated** together there."

   Correct sentence are "Then we **bought** drink ,We **ate** together there ."

3. Misformation of error

   Incorrect sentence are" We **buy** bakpia as an souvenirs,All we **get** knowledgn, I **feel** happy, I and friends **selfi-selfi**, after we I and friend **shoping-shoping."**

   Correct sentence are "We **bought** bakpia as an souvenirs,All we **got** knowledge,I **felt** happy ,Friends and I **took picture**, after that we **went to shopping."**

   There are two causes of error which influence the students when they did a task. The causes of errors made by eighth grade students

1. Intrerlingual error

In interlingual transfer, mother tongue influenced the students in writing. In fact, when the students wrote their experience in written form they always wrote Indonesian then translate it into English. So the meaning of the sentence cannot be accepted even though the meaning had been known. The student could not use proper noun in their written form. It was found in the student writing " *Holiday in year yesterday*" the meaning is in Indonesian style and they translate Indonesian word one by one into English so it can be corrected into "*Last holiday*". Those words are clearer than the first word. And also found in this sentence "*We to arrive home o'clock 03.00 a.m*". This sentence is also Indonesian translate into English. And also students wrote the noun as verb. In Indonesian noun can be a verb but in English noun cannot be a verb. For example, "*we departure 20.00 o'clock*" that words are in Indonesian is true but departure is noun and add –d as verb. The words departure cannot be a verb in their sentence. Their native language influences them to write Indonesian into English. The habit of the students vocabulary which is accepted in social also uses in their writing for example " *I and friend selfi-*

selfi", "we I and friends shoping-shoping". This words accepted in Indonesian but because of their habit which become their native language, they assumed those words is right but in the fact it does not accepted in English. Those words should be changed into " my friends and I took picture","" we went shopping" ,"I went to Surabaya collective my father ride motor" the structure of the sentence almost right but it was wrong. They write "collective" it mean "together" that words make the sentence complicated. It should be " I went to Surabaya by riding motorcycle with my father or my father and I went to Surabaya by riding motorcycle". As like this word " I went climb motorcycle" this word "went climb" means " pergi menaiki" so here climb is not use to ride motorcycle but for climbing the mountain.

2.   Intralingual error

Intralingual transfer influenced the students' knowledge like the overgeneralization in their sentence. It can be seen from the structure of the sentence, it was found in the students writing " then we buyed drink", "we eated together there". Those sentences are influenced by language development. They got the knowledge

in during in learning process. They assumed that all verbs can be added with -ed as the past form.

Table 1.2

Tabulation the data

Category	Frequency	Percentage
a. Omission		
1) Omission of to be	22	16,92%
2) Omission of main verb	20	15,39%
a) Regular verb	10	7,70%
b. Addition (regularization)		
1) Regular verb	6	4,62%
2) Irregular verb	2	1,54%
c. Misformation (regularization)	70	53,85%

Based on the data tabulation, the writer can conclude the errors made by eighth grade students at SMPN 2 Papar, the errors are classified into three types error from two categories of errors. It can be analyzed from linguistic category and surface taxonomy.

From linguistic that is syntax. The first is omission of to be, the errors made by the students is 22 errors or 16,92%, the next is omission of main verbs 20 errors or 15,39% in others errors made by the students by omitting-ed in regular verb 10 errors or 7,70%. The next is seen from surface taxonomy, the second is addition of error focused in regularization

which is divided into two part errors regular and irregular verbs. Regular 6 errors or 4,62% and irregular verb 2 errors or 1,54 % .And the last is misformation focused on regularization is 70 errors or 53,85% that made by the students.

Based on the data of the research above, it can be inferred that the most of errors that made by eighth grade students of SMP N 2 Papar in H class is misformation which is the errors 70 from 130 of total of errors or 53,85 % from total errors made. It is the highest errors among the others. They made errors between verb and noun which noun is added –ed becoming verb. While the lowest percentage among other is addition errors focused on regularization errors of irregular verb. The students only made 2 errors from the total of 130 errors or in the other words this errors only 1,54% of total errors made by eighth grade students.

DISCUSSION

Based on the result of data analysis, the writer can difference this research and others previous studies. The types of error in this research are focused on simple past tense verb and to be.

Based on the Umiyatun's study "The Problems of Writing Recount Encountered by Students of the State Junior High School 2 Purworejo" (2009) found that error in 34 errors omission, 24 errors addition, 200 errors misinformation and 5 errors misordering and also she found 124 errors on wrong past tense. Those findings are not only focused on verb and to be but also the other problems. But those finding can prove that this research also found in the same errors. Those are 30 errors in omission of verb and 22 errors in omission to be, 8 errors addition, and 70 errors misformation.

Doni Ramli's study "an Analysis on Students' Errors in Writing Recount Text" (2013) found that the highest errors made by the students is grammar for about 44,74 %, this research that focused on using verb and to be also part of grammar. And supported by Cholipah's study "an Analysis of Student Error in Writing Recount Text in Second Grade Student of SMP Trimulia Jakarta Selata" (2014) found 105 verb tense errors, add a word 81 errors, omit a word 38 errors word order 45 errors. Based on the previous study, the highest error made by the students is errors verb tense but this research is error misformation.

Based on the Tria Agustina's study "Error Analysis Writing Recount Text"

(2016) found that the causes of errors are intralingual transfer and interlingual transfer. And this research also found errors that interlingual transfer (Mother Tongue) and intralingual transfer (students knowledge development) influence the students in SMP N 2 Papar.

So the writer concluded that the highest errors were made by students was misformation which was influenced by interlingual transfer, intralingual transfer. It means the finding proved the theory from Dullay, et.al of type of errors and causes of error also were found in the source of errors that proved theory from Brown. Those results also can reinforce the previous study because Misformation error is the new finding among previous studies which is the frequency occurrence error made by the students. Thus, the writer can conclude that writing recount text should be mastered in past tense and also writing a good word/sentence. This research can be useful for the students and teacher which students' errors can be known, so the writer can deliver those kinds of errors in others school which is focused on past tense and other text type

CONCLUSION

This study is conducted to describe the types of errors the students made and the causes of the error making. Then, the writer analyzed the students' tasks which deal with recount text writing to get the data of students' error in using simple past tense, focusing on verb and to be. Based on the data analysis the writer found some facts about the errors made by the students. There are three types of errors made by eighth grade students of SMP N 2 Papar academic year 2015/2016 on using simple past tense in writing recount text, those errors are: Omission of to be, omission of main verb (regular verb), addition error (regularization) in two part, those are regular verb and irregular verb, and the last is misformation (regularization). She compared the percentage of the frequent errors types with other errors made by eighth grade students of SMP N 2 Papar and found that misformation errors was up to 53,85 %.

The writer can infer that errors making is influenced by their mother tongue or their native language. So, this language can make students over generalized the rules of the past form in writing a text. It was proved in the data analysis the highest errors is misformation which was indicated by wrong form of morpheme or structure. The students made their sentence by translating Indonesian into English and the structure of the sentences are the same with Indonesian structure then

they used a noun as a verb which formed a predicate of the sentence and also used the verb present verb form as past verb form.

With the finding above, she can prove the Dulay's theory (1982:155) that types of error from surface strategy taxonomy are omission error, addition error, and misformation error. And she confirmed Brown's theory (2007:263) about the sources of error being interlingual transfer and intralingual tranfer. Those sources contain the causes of error which can influence the students' writing, they are mother tongue, and students' knowledge.

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