

Research Article

**ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE ON THE
STUDENT'S WRITING RECOUNT TEXT IN EIGHT GRADE SMPN 1
NGETOS ACADEMIC YEAR 2015/2016**



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2017**

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

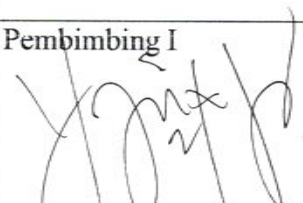
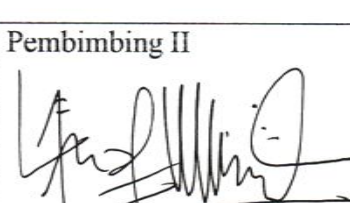
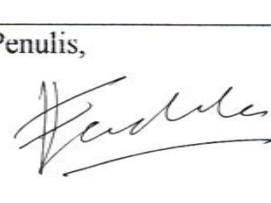
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Abstract:

Errors committed by students learning English language can happen in any level. This research focuses on students Eighth grade in SMPN 1 Ngetos. The objectives of this research are to find out the kinds of error and to find the most frequent error on the use of simple past tense in writing recount text in eight grade SMPN 1 Ngetos academic year 2015/2016. Methodology used is by using content analysis which error analysis procedures are applied. The sources of the data in this research are by using documents of the students writing recount text consisted of 22 students in Eighth grades. Types of errors committed by the students with regard to Error Analysis Method are due to omission, addition, misformation and misordering. And the most frequent of errors is error of misformation which the highest percentage 65.94%. Some suggestions for students are should be more frequently practice to write recount text and memorize the pattern of simple past tense especially in regular and irregular verbs in order to avoid misformation error. For teacher should be more simple when explain the material to students, so students can understand well the material and better if teacher used easy technique such as games or quiz when give the task.

Key Words : Writing, Error, Error Analysis, Recount text.

I. Introduction

Writing is a process of conveying idea through written form. It is as stated by Harmer (2007: 31) "When writing, students frequently have more time to think than they do in oral activities". It means that writing is process of gathering ideas and do them until they are presented in a manner that is polished and comprehensible to readers. Writing is different from learning other skills because writing is thinking process and need much time. Many students said that writing is one of difficult problems in English skills. In the second language acquisition theory, the

students' error happened in the components such as in grammar, pronunciation or vocabulary. In the field of grammar, the students find difficulties or confused to arrange a good sentence.

The kinds of texts are procedure, descriptive, narrative, recount, anecdote and report. According to Nugroho and Hafizon (2010: 13) "Recount as being explained in the preceding discussion has a function of retelling events for the purposes of informing or entertaining that focus on specific participant". Recount is also making the students to learn about using grammatical

structure. Furthermore, the researcher is eager to identify the type of errors do the students make in writing recount text.

According to Brown (2007: 258) “An error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner”. It means, error comes from the learners’ competence in learning the language so it is easy for learners to make error in writing if learners do not know well the elements and understand in grammar. Error analysis is the study and the analysis of the errors made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective. It is as stated by Ellis and Barkhuizen (2005: 51) “Error analysis consists of a set of procedures identifying, describing, and explaining learner errors”. It means error analysis can be used to analyse the errors that are made by the learners.

The problem of this research can be seen that is what kinds of errors and the most frequent errors on the use of simple past tense on writing recount text in eight grade SMPN Ngetos academic year 2015/2016. The purposes of this research are to find out the kinds of errors and the most frequent errors on the use of simple past tense in writing recount text in eight grade SMPN 1 Ngetos academic year 201/2016.

II. Research Methods

This research used qualitative method. According to Cresswell (2012: 16), qualitative research might produce little information about the phenomenon of study, and the researcher needs to learn more from participants through exploration. The types of research of this research is content analysis, according to Ary, Jacobs and Sorensen (2010: 457-459) content analysis is research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.

This research, the researcher as human instrument, it means that the researcher collect the data by asked the documents of students’ writing and analyze the errors in grammatical in simple past tense made by students. This research is conduct in SMPN 1 Ngetos in eighth grade and took A class that consists of 22 students. Furthermore, the facilities in this school are relatively complete to do this research and the material of recount text is suitable for this grade in second semester. This research started form August – October 2016.

The sources of this research is the class Eight A student of SMPN 1 Ngetos academic year 2015/2016. This school is located in Ngetos, LoceretNganjuk. The researcher takes 22 students of class eighthA to the importance of this research accounting that class eighth A is the good representative class. There are two

kinds of data will be collected in this research; types of errors in student's writing recount text and the most frequent errors on student's writing recount text. In this research, an instrument to get the data is used by the researcher. While according to Arikunto (1998: 37) stated that there are instrument in the research such as test, questioner, interview, observation, rating scale, and documentation. Then, the appropriate instrument used in this research is documentation. To get the data, the researcher ask all students to write a recount text and then ask the documents to next will be analyzed to find out the types and the most frequent of errors in simple past tense on recount text made by students.

The technique of the data analysis of this research is qualitative data analysis. Ary et al.(2010: 481-490) stated that qualitative data analysis consists of three steps, they are:

1. Familiarizing and organizing.

In this step, the researcher should be familiar with the data through reading and rereading the students writing.

2. Coding and reducing

The researcher made code the data which shows the errors from the types of errors based on Dulay et al as cited by Ellis (2005: 61)

Types of Error and Code

NO	Types of Error	Code
1	Errors of Omission	A
2	Errors of Addition	B
3	Errors of Misformation	C
4	Errors of Misordering	D

3. Interpreting and Representing

After coding and reducing the researcher interpret and represent the data. The analysis of kinds of errors shows that the first analysis is divided into four aspects.

4. Computing Tabulation

The total number of types of errors is computed, then the data are percent aged by using the following formula:

$$P = \frac{x}{N} \times 100\%$$

Note:

P = Percentage.

X = Total number.

N = Total number of the four types of error.

III. Research and Discussion

A. Result

From the documents of the students, it was found that the result of the students were not the same. The types of errors on the use of simple past tense in eighth grade students in SMPN 1 Ngetos academic year 2015/2016

found that there are four types errors based on Dulay as cited by Ellis (2005: 68); a) errors of omission, b) errors of addition, c) errors of misformation, d) errors of misordering.

a) Errors of Omission

Errors of omission was indicted was indicated by the absence of one or more items that must appear in a well-formed sentence from the data analysis, errors of omission. For example “I not like this holiday” the student made an error by omitted word “did” before word “not” so the sentence should be “I did not like this holiday”

b) Errors of Addition

Errors of addition are characterized by the presence of one or more items that must not appear in well-formed sentences. For example “We rented a car for transportation” the student made an error by added word “ed” in word “rent” in past irregular verb, so this sentence does not add “ed”. We rent car for transportation.

c) Errors of Misformation

These kinds of errors are characterized by the use of incorrect from morpheme or structure. “I feel very happy” from the example, the student made an error by did incorrect form, word “feel” in form simple past tense is should “felt”. So, the sentence should be “I felt very happy

d) Errors of Misordering

Errors of misordering are characterized by the incorrect placement of a morpheme or

a group of morpheme in an utterance. “We not did forget about this experience” the words “did not” are in wrong placement, because in form of simple past tense student has to put an auxiliary before verb. So, the correct sentence is “We did not forget about this experience”

The result of errors divided into errors of omission 18 times, errors of addition 22 times, errors of misformation 91 times and errors of misordering 7 times. The researcher calculates the frequency of each error into percentage by using this formula:

Total number of each kind of error

$$\frac{\text{Total number of each kind of error}}{\text{Total number of four kinds of error}} \times 100\%$$

Total number of four kinds of error

After calculating the data into percentage, the researcher showed the data on the table as follows:

The frequency of errors in each type of errors

No.	Types of grammatical error	Total Frequency of error	Percentage
1.	Omission	18	13,04%
2.	Addition	22	15,94%
3.	Misformation	91	65,94%
4.	Misordering	7	5,07%
Total		138	100%

From the calculation table above, it could be shown that the most frequents errors analysis of simple past tense in writing recount text made by the eighth grade students of UPTD

SMPN 1 Ngetos Nganjuk were errors of misinformation that are 91 times or 65,94%.

According to the findings which have been explained above, the researcher found the result of error analysis on the use of simple past tense in writing recount text that made by the eighth grade students of UPTD SMPN 1 Ngetos Nganjuk. The kinds of errors on the use of simple past tense are; a) errors of omission, b) errors of addition, c) errors of misinformation, d) errors of misordering.

a) Omission

There are 18 errors of omission or (13,04%) on the use of simple past tense found in the recount texts made by the students. Based on the analysis, there are two kinds of errors of omission found by the researcher. They are errors of omission of “did” and “was” in positive and negative sentence, omission of “ed” in simple past tense. To make it clear, here is an example of error of omission that the researcher picks from the data: in Indonesia the sentence is “Akutidaksenangliburanini”. The students translated it word to word and it becomes “I not like this holiday”. The sentence is grammatically wrong because there is no *be* in the sentence. The sentence should be “I did not like this holiday”. The “be” should be “did” because the student tells about his/her experience which was done in the past.

b) Addition

There are 22 (15,94%) errors of addition on the use of simple past tense found in the recount texts made by the students. This kind of error is characterized by the presence of an item which is unnecessary or must not appear in well-formed sentences. For example: “Holiday in Jogjakarta was did happy and unforgettable.” The sentence is grammatically wrong because the sentence already used auxiliary simple past tense for the simple past tense so it does not need the to be “did”.

c) Misinformation

These kinds of errors are indicated by the use of wrong form or morpheme or structure. The researcher takes an example from the data collected: “I do not go anywhere” Based on the sentence, the student put the verb be “do” in the wrong form. It should be the past form of the word “did” because the situation is past which means the event is already done. Thus, the sentence should be “I did not go anywhere”.

d) Misordering

Errors of misordering are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. For example “We not did forget this experience”, this sentence is wrong grammatically because it is in wrong

placement. It should be “We did not forget this experience”.

The most frequent errors in this research Among omission, addition, misformation, and misordering of errors types, misformation was the most frequent error made by the students. Based on the data that was got, the researcher found that the most type of errors made by the eighth grade students of UPTD SMPN 1 NgetosNganjuk was misformation. From the 138 data that was found by researcher, 91 of the errors were misformation or 65,94 % of the error total. It means that misformation was the most type of grammatical error often appears in the first semester students' writing. More than a half of data gathered by the researcher was misformation.

B. Conclusion

Based on the discussion above, it can be concluded that the four types of errors that made by the students then can be classified into omission, addition, misformation, and misordering. The percentage of omission is 13,04%, the percentage of addition is 15,94%, the percentage of misformation is 65,94%, and the percentage of misordering is 5,07%. It can be concluded that students in eighth

grades of SMPN 1 NgetosNganjuk made four types of errors that involved errors of omission, errors of addition, error of misformation, and error of misordering. Because there many errors in misformation, it is better if students more memorize verbs in regular and irregular and teacher should more do should give continuously exercises about recount text and simple past tense. The teacher also should give drilling on the use of simple past tense and discussed together their errors. This method was expected to make the students not to do the same errors.

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