

**AN ANALYSIS ON STUDENTS' ERRORS IN THE USE OF PAST TENSE
IN WRITING RECOUNT TEXT WRITTEN BY TENTH GRADE
STUDENTS OF SMAN 1 RAMBAH**

A THESIS

*Intended to Fulfill One of Requirements for the Award of Sarjana Degree in
English Language Education of Universitas Islam Riau*



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THESIS APPROVAL

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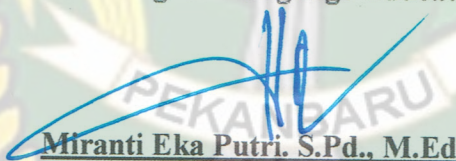
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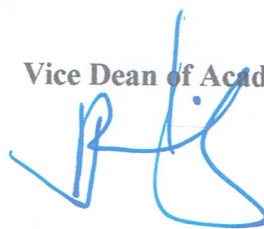
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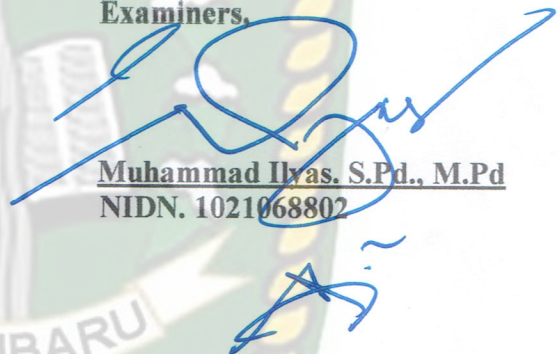
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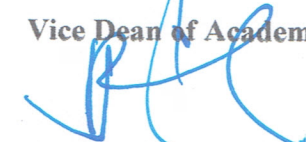
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**AN ANALYSIS ON STUDENTS' ERROR IN THE USE OF PAST TENSE IN WRITING
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THESIS GUIDANCE AGENDA

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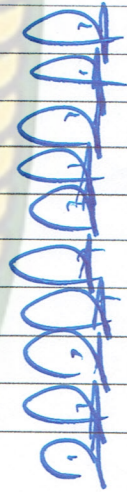
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2	December, 14 th 2018	Revised chapter I	
3	March, 09 th 2019	Revised chapter II and III	
4	March, 11 th 2019	Revised all chapters	
5	March, 19 th 2019	ACC to join proposal seminar	
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10	November, 02 nd 2019	Allowed to join thesis examination	

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DECLARATION LETTER

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I admit that thesis is belonged in my own ideas, except some quotations (directly or indirectly) which was adopted or taken from various included in the "references". Scientifically, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, November 2019

The Researcher

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ABSTRACT

Sarmidevi, 2019. An Analysis on Students' Errors in the Use of Past Tense in Writing Recount Text Written by Tenth Grade Students of SMAN 1 Rambah.

Keywords: Students' Error, Past Tense, Writing

Writing is one of language competencies beside of speaking, listening, and reading. Writing defines of the most difficult of language skills. So, most of the students have problem in writing. This study aimed to analyze students' error in the use of past tense in writing recount text written by tenth grade students' of SMAN 1 Rambah

The method used in this study was qualitative approach. The participant were students of grade X IPA 2 who consisting of twenty students. The research instrument used by the writer was documentation (worksheet). The data was analyzed by the raters and writer explained the result of students' error in descriptive form. And the indicator of students' error in writing includes omission, addition, misformation and misordering.

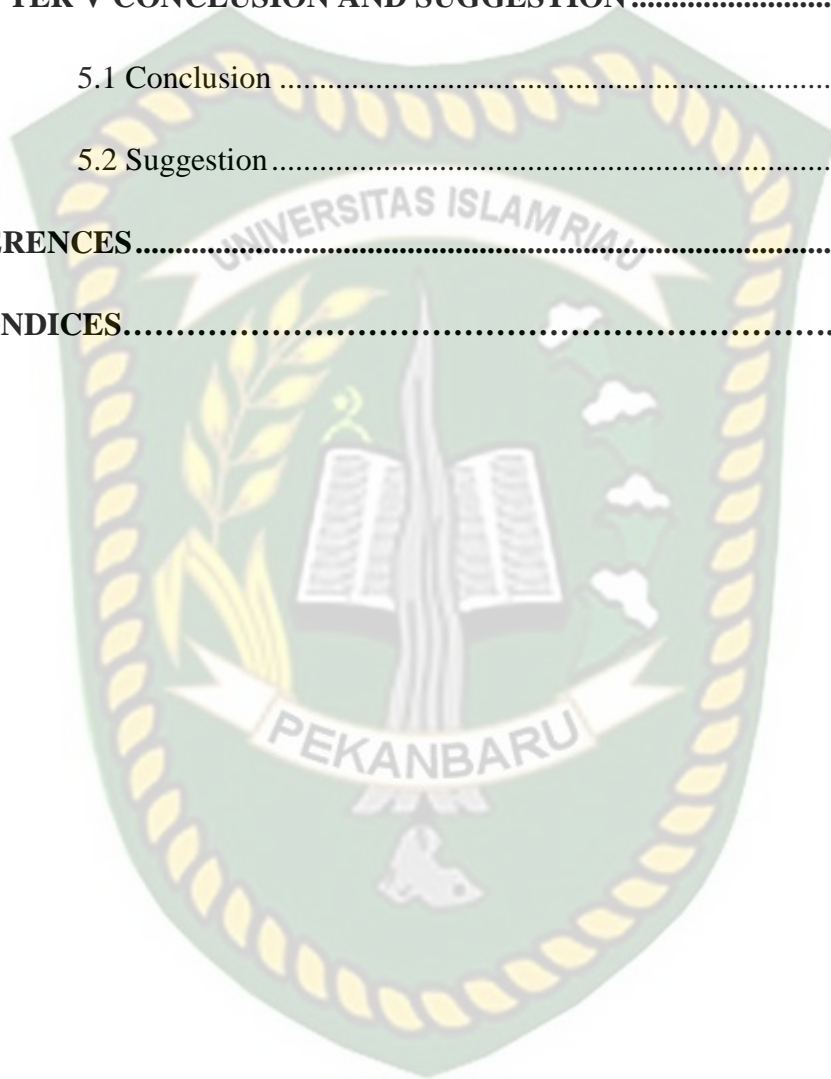
Result from documentation showed the students made error in writing recount text. According to data analysis the writer got all of that items in the all students' worksheet. The writer got 11 errors of omission from all of students' worksheet. And the most common error made by students is misformation got 48 errors. Then, addition got 6 errors from all of error that students made. Beside addition, the writer also found 3 errors from misordering.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Languages have very important role in communication. The most language that we learn as a second language is English. The existence of English as a productive skill has shown its evidence that many people learn this language. English as a foreign language in Indonesia, and in the educational curriculum English become as the one of important subject. Students in junior high school and senior high school learn this language which is consist of four skills such as listening, speaking, reading, and writing.

Specially in writing skill, becoming one of the reason why most of the people in the world are interested because many knowledge disciplines are communicated in written forms. They want to understand about all references, and information written in English. Moreover, this skill is frequently also thought as one of the most difficult ones experienced by the students because they not only pour the ideas but also understand the aspect of writing in order that the messages or information communicated can be understood by the readers. In writing, the students can express their opinion, feeling, emotion, ideas as well and must pay attention to grammar.

The one of aspect of English grammar that often leaves us confused is tense. Tense can be broadly categorized into past, present, and future in

connection with a situation or state. It is with tenses that many errors are committed. The concept of English verb tense is very important in establishing effective communication. To maintain the ways of communication better, that is, writing. We need to gain mastery over English tenses, especially in past tense.

In SMAN 1 Rambah, writing has been taught since the first year of English teaching period. Based on syllabus, there are five texts of genre taught that involve: Descriptive, Narrative, Recount, Procedure, Report. Recount text is recognized and taught by the teacher to the students at the seventh grade in teaching learning process. The students learn how to write recount text. The basic competence that should be reached by the students of Junior High School is to make them are able to write a recount text based on the grammatical features and the generic structure of the text. There are three generic structure of this text, they are orientation, events, and re-orientation. Meanwhile, the grammatical features of recount text are introducing personal participant, using chronological connection, using linking verb, using action verb, and using simple past tense.

Ideally, the students at SMAN 1 Rambah do not have problem with their writing recount text because they had been studied how to write a recount text. But in learning process, the students sometimes do not realize that they make mistake because of the ignorance of the grammar. The students face up many difficulties in using tenses while writing. The researcher realized that the errors that students made in using tenses especially in past tense need to be analyzed carefully.

According to (Kantor, 2012) a variety of variables has been used to measure quality of writing, including measures of writing productivity (e.g. number of words or sentences), spelling and grammar, organization, vocabulary, ideas and content, and overall quality. It is mean that the one of component of writing is grammar. To make sure students' writing have a good quality, the students must use well grammar.

Writing an event in the past of our life which is become a recount text, the students should know well about grammar. There are still students ignore the use of grammar in writing, in the other hand tenses are needed in English text. It means that error may occur because of limitation of human being in mastering target language. Error may occur in all components of language such as grammar, it must be analyzed carefully. And this research focused on omission, addition, selection, and ordering.

The writer is interested in conducting a research entitled "An Analysis of Students' Error in the Use of Past Tense in Writing Recount text".

1.2 Identification of the Problem

Based on the background of the research above, the writer sets the research such as: tense is important in a writing text. The students should use a well tenses while choosing the regular verbs and irregular verbs, to make his or her own writing in right structure. The error in students' writing especially in recount text must be analyzing. Because, tenses are the one of indicators in writing to make a well paragraph. So writing text will be easier to understand.

1.3 Focus of the Problem

The problem that will be discussed in this study is focused on the students' error in the use of past tense in writing recount text, such as using the regular verb and irregular verbs.

1.4 Research Questions

The problem of this research can be formulated as in following:

1. What kinds of error are made by students in the use of past tense in writing recount text?
2. What is the dominant error made by students in the use of past tense in writing recount text?

1.5 Objective of the Research

The objective of research are:

1. To describe students' errors in writing recount text in term of using past tense.
2. To analyze students' errors in writing recount text in term of using past tense.

1.6 Significance of the Research

This research has some valuable contribution to educational field in skill of writing. It is expected to be useful both practically and theoretically for many aspects as follow:

1. For the teacher

This study is meaningful for English teachers because the analysis can be used as a reference if they want to make a medium for teaching recount text, particularly in using simple past tense. Hopefully this research, could help teacher to know the students error. Teachers could help the students to understand more about the changes for past form by the knowing the students' difficulties so that the English teachers will be able to teach better and more creative. Moreover, the English teachers should help the students in the development of communication in target language.

2. For the students

This study is useful for students because the students can write more accurately and correctly in the future. This study could help the students to avoid making the same errors, especially producing their own writing in using simple past tense form. One of the ways to do that is paying attention with the changes of verbs and to know how to make a good sentence. Furthermore, the students can improve their writing in simple past tense form in the recount text.

3. For the researcher

This study is significant for future researchers in order for them to develop about this research. Furthermore, the future researchers can help the students decrease to make errors especially errors in omission and misinformation.



1.7 Definition of Key Terms

In order to avoid the readers' misunderstanding in reading this research, the definition of the term described as follows:

1. Error analysis

Error analysis is associated with a rich and complex psycholinguistic view of the learner, but the sophisticated use is in its infancy. In other hand, error analysis is a technique which is used by the researcher to identify and interpret the students' error.

2. Writing

Writing often is a process of discovering ideas, arriving at knowledge of the self, and selecting effective ways to present concepts and information.

3. Writing Recount Text

The types of writing are: Narration, Description, Exposition, Recount, Letter writing. Recount is telling past events for the purpose of informing or entertaining.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

Writing means that expressive activity as productive written aspect in language skills. Writing is a gathering ideas and performing it into written in a piece of a paper. When we write, we use graphic symbols of composition of letters (words) which are related to the sounds we make when we speak. In addition, writing is the act of sound production because it is the same as speaking when producing the sound in the organ of speech.

2.1.1 Concept of Writing

According to (Murray & Moore, 2006) writing has often been described as a demanding and sometimes troublesome dimension of academic life. It is mean that writing is the on of trouble in education life. Not all of students express their feeling, emotion, ideas by words into paragraph. And it is more difficult because they also must pay attention with the grammar.

Moreover, writing is a kind of thinking, in the act of writing that the subject comes into focus for the first time (Warburton, 2006). However, it is more than putting words into sentences to be paragraph. Writing is a process of expressing thought and feeling of thinking and shaping experience.

Writing is a capability which is supported by creativity in thinking to produce an article of thoughts. Writing is something creative to express a feelings,

thoughts, and idea in the form of a post. The meaning of being creative is to be able to connect among the ideas and language. According to Hartley 2008 (Asni, Susanti, & Al-azhardiniyyah, 2018) that writing is an interactive process. Therefore in writing there are a lot of activities to do. When someone writes, there is an activity of thinking, designing posts, editing posts, and reviewing them again.

As we know writing is the one of the four mode systems of human communication that we call language. In writing, the writer is demonstrate control of number of variables simultaneously. It means that the writer must know about content, format, sentence structure, vocabulary, spelling, punctuation, and the letter formation in other that he can develop information into cohesive and coherent context.

Some instructors choose to orient their courses around an exploration of the writing process, so that students become aware of the range of strategies and choices available to them as writers and become confident in their ability to respond to future writing tasks. In such courses,

- a. students are taught to respond to writing situations with a full awareness of the importance of discovering, focusing, planning, drafting, revising, and editing;
- b. students are given the opportunity to adapt the process to the demands of different kinds of writing;

- c. forms of expression are presented as strategies best learned in the context of a particular writing task; and
- d. grammar, punctuation, and mechanics are introduced when necessary for effective communication in an essay (Fowler, H Ramsey and Jane, Janice : 2007)

2.1.2 The Purpose of Writing

There are four purposes why people write: The first purpose in writing is ‘to inform anything such as fact, data, event, suggestion, and so on. By those are hoped that reader gets new knowledge and competency about all in the words. The second is ‘to persuade’ the reader. By writing, writer hopes that the reader can establish his/her attitude whether he/she agrees or support the writer’s persuasion. The third is ‘to educate’ the reader. To educate the reader is one of purpose in writing because by writing, someone knowledge will be added. Finally, is ‘to entertain’ the reader. There are many writing which can entertain someone when she/he reads them, such as: anecdote, short story, and funny experience.

2.1.3 Components of Writing

(Oshima & Hogue, 2007)state that there are five general component that necessary for good writing, they are:

Format means the presentation of essay or writing. Most writing contain at least four different kinds of text: headings, ordinary paragraphs, quotations and bibliographic references. Neatness, writing should be clean and justify form.

Mechanical (Spelling and Punctuation). Spelling and punctuation are two commonly shared writing difficulties among students. Writing difficulties of relevance to spelling mainly include the misspelling of words which are a result of the irregularities of the English spelling system (Banca, 2013). Sometimes the students write incorrect spelling in the sentences. So, the students should memorize some of the spelling of words to make the sentences. And they should selecting the appropriate spelling into arrange the sentences. Because, when they create the sentences by using wrong spelling, it will be influenced in the meaning of sentences. Moreover, the punctuation problem. Punctuation that misleads the reader can actually interfere with communication. The students should focus with the punctuation used on their writing.

Content is how the writer develop the idea related the topic. The first step of writing is to choose a topic sentence which is the controlling idea. It is soul of writing. In here, the students get obstacles to explore the ideas or content problem become common problem in writing. The students also do not know how to connect the idea in the well paragraph. The limitation on creativity and idea

frustration made the students to be difficult to support their ideas or topic that has been made. Commonly, the students or a second language also face some of problem in exploring ideas and thought to communicate with other in writing form . One of causes this problem is lack of reading. The students do not have good habit in reading. Because reading can remove the students writing. According to Peha (2003:5) the hardest part in writing is finding the appropriate topic. Because the students need the high creativity and skillful in organizing idea. Besides of that, the students used critical consideration to persuade the reader interesting with the topic being discussed in writing.

According to Kharma (1986), the students have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. It is really important part of effective writing is logical organization. The students should follow the organization of writing such as introduction, body, and conclusion of paragraph. Students can pour their argument in writing the topic sentence, supporting details, and concluding line in writing. The students should explain the idea based on the point from the topic. And the point should be logical. The students also focused get less understanding about the techniques in writing. Organization is one of aspect in writing test on how the students understand the coherence and clear in delivering the ideas. So the students learn how to tell in good pattern on their writing.

Grammar is the way to make sense of word because without grammar the meaning can be ambiguous when the trouble found with word. According Huddleston (2005) knowing the grammar of our native language is an enormous

help for anyone embarking on the study of another language, even if it has rather different grammatical principles; the contrasts as well as the parallels aid understanding.

2.2 Recount Text

Literally, recount text tells about something especially that you have experience. When someone wants to retell someone about our past experiences or events, someone should make sure that the readers could understand what someone tells. Recount text is kind of text as a strategy to retell the readers about past events or experiences. Literately, recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates form narrative. Recount text can tell about events, experiences, biography, letter, diary and anything that happen in the past.

In recount text, the story being told is explained as clearly as possible to make the readers or listeners able to understand the story and they can imagine it on their own mind. And it is hoped, the readers or listeners can make their own story based on their experiences that is happened in the past. Then, they can tell their own story as clearly as they heard before. In order to completely comprehend the story, the reader should apply clue words, among clues are: Who is used to describe the character in the story, what is used to describe what the story tell about, when is used describe the time of the event happen, connectives is use to combine each sentence in the story.

Based on (Crown, 2013), the generic structure of recount text are: Orientation such as scene-setting or establishing context. An account of the events that took place, often in chronological order. Then, some additional detail about each event. And reorientation, e.g. a closing statement that may include elaboration

And Language features of recount text are: Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!). Events being recounted have a chronological order so temporal connectives are common. The subject of a recount tends to focus on individual or group participants. And personal recounts are common.

According to (Derewianka, 2003) the social purpose of recount text is to tell what happened. And there are some types of recount text such as: Personal Recount, Factual Recount, Biographical Recount, Autobiographical Recount, Historical Recount.

2.3 Error

Error is found in the terms “error” and “mistake”. Both of them can be distinguished by the terms of performance and competence. Mistake is the most sources call an error performance, while competence is sufficient in terms of error. An error cannot be self-corrected, but mistakes can be self-corrected. To know more about errors, here will be discussed the definition of error.

2.3.1 Concept of Error

In learning process, the students sometimes do not realize that make mistake because of the ignorance of the grammar. The students sometimes face many difficulties in using tenses while writing. According to (Muhsin, 2016)mistake is a fault that is made by the learner, and they can make a correction. Meanwhile, error is a fault that is made by the learner, and he or she is unable to make a correction

In order to analyze a learner language, it is important to understand the distinction between errors and mistakes. According to James in Brown (2007) the learner is not able to self correct the errors while mistakes if called, can be corrected by the learner. Then error correction can be used as a means for identification of errors and mistakes.

Keshavarz (2008) also noted that there is a distinction between errors and mistakes. Errors are rule governed, systematic in nature, internally principled and free from arbitrariness. In contrast of errors, mistakes are random deviations and unrelated to any system. According to Keshavarz (2008) mistakes are due to non-linguistic factors such as fatigue, strong feeling, memory limitations, and lack of concentration. This kinds of mistakes can be corrected by the learner if brought to his attention.

Error was defined by Khansir (2012) in(Asni et al., 2018), as “a part of learning English.”Mistake is error of performance. While error is error of competence. The cause of mistake is not related to language skills or

knowledge of the language system. Mistake that occurs can be recognized and corrected by the speakers themselves. While errors are error that occur systematically and not easily repaired properly by the students themselves because of a lack of language knowledge or competence. Therefore, the process to correct errors in order to improve language skills is needed.

The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. Error analysis is both an ancient activity and at the same time a comparatively new one. In its old sense it is simply the informal and often intuitive activity of any teacher who makes use of the utterances of his pupils to assess whether they have, or have not, learnt the particular linguistic points that he has been trying to teach - it is, in other words, an informal means of assessing and checking on a pupil's progress (Corder, 1982).

Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language (Yang, 2010). It is mean the language failed will be determining by error analysis. On the other hand, error analysis is the fact that learners do make errors, and that these errors can be observed, analyze, and classified to reveal something of the system operating within the learner, led to a surge of study of learners.

And according to (Seah, 1981) states the problem of error in language learning has been approached in different ways. Basically there have been three attitudes and approaches. There was a corrective attitude which considered errors

as bad and pernicious, and the learner as ignorant of the correct form or falling short of the standard required.

There is another definition about error analysis, which is stated by Keshavarz, 1999, p .168 in Ahmed et al) error analysis is also regarded as ‘a procedure used by both researchers and teachers which involves collecting samples of learners’ language, identifying errors and classifying them according to their nature and causes and evaluating their seriousness’. This is a process to analyze an error from students. The researchers and teacher get a samples of learners’ language and then identifying errors.

2.3.2 Source of Errors

The Different types of learners’ errors relating to omission, over inclusion, miss election (use writing words not wrong forms), miss ordering, blends (blending arises when two alternative grammatical forms are combined to produce an ungrammatical blend). Based on this, there are four causes of errors.

1. Interlingual errors (Mother-tongue influence); these kinds or errors are influenced by the native language which interfere with target language learning. In other hand, negative interference from the learner’s first language habits.

2. Intralingual errors: types of error are caused by the target language itself like: false analogy, misanalysis (learners form a wrong hypothesis), incomplete rule application (this is the converse of overgeneralization or one might call it under generalization as the learners do not use all the rules), exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling), overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules), hypercorrection or monitor overuse (this result from the learners' over cautious and strict observance of the rules), overgeneralization or system-simplification (this error is caused by the misuse of words or grammatical rules). According to Richards (1974), these errors are produced by the learners which reflect not the structure of the mother tongue, but overgeneralizations based on partial exposure to the target language. Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for example, "He can sings", "We are hope", "it is occurs". It's the example of errors intralingual/ development error, actually the correct is "we hope" without are, because not using the to be.
3. Communication strategy-based errors which are subdivided into the holistic strategies or approximation and analytic strategies or circumlocution, and

4. Induced Errors: these errors are the result of being misled by the way in which the teacher gives definitions, examples, explanations and arranges practice opportunities. In other words, the errors are caused mostly by the teaching and learning process as follows: Material-induced errors, Teacher-talk induced errors, Exercise-based induced errors, Errors induced by pedagogical priorities, Look-up errors.

And according to (Corder, 1982), errors are divided into four categories: omission of some required element, addition of some unnecessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

1. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme *-s*, the plural marker *-s* and the past tense inflection *-ed*. A learner could say. For example:

“I watch the movie last night”. Instead of: “I watched the movie last night”.

2. Addition

Learners not only omit elements which they regard as redundant but they also add redundant elements. For example:

I swims

The books is here

Instead of: "I swim", and "The book is here".

3. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example:

"Fika is smartest than Fenny". Instead of: Fika is Smarter than Fenny".

4. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example "He is got upping now", the learners attaches the inflection -ing to the particle of the two words verb "get up".

Students errors may be distinguished as follows:

1. Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is drawn to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, etc., and they should not worry us.
2. Errors Competence is persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners' traditional competence.

2.4 Relevance Studies

Some of studies have already done by other researcher in which focus on Students' Error in the Use of Past Tense. This bellows there are some of the researcher related to students' error. Some researcher had researched about an error analysis in writing. One of them was found in (Anita, 2015) wrote a research about "An Error Analysis on Using Simple Past Tense in Recount Text by the First Grade Students of SMA Negeri 2 Salatiga in the Academic Year of 2014/2015". This study figure out and error analysis on using simple past tense in writing recount text made by first grade students.

The error types were classified based of our kinds of errors. The result of this study showed that there were four kinds of errors such as errors of addition, error of -misordering, error of omission, and error of misformation. She found the students still made grammatical errors where the most dominant errors students made are error of misformation with a total of 89 or 68, 46 %.

Second, is come from (Iswahyuni, 2014) wrote a research about "Error Analysis on The Use of Simple Past Tense in Recount Texts 0Written by The 8th Grade Students of SMPN 3Probolinggo". In this study, the researcher limits the problem only on what types of errors found and the sources of errors found in the recount text.

The purpose of this study are to identify and classify the types of errors found and to investigate the source of the errors found. She found eventhough the students have good score in their English, they still make a lot of errors and tend

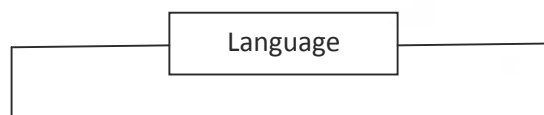
to apply the rules of their first language when they do not know the rules of the second language.

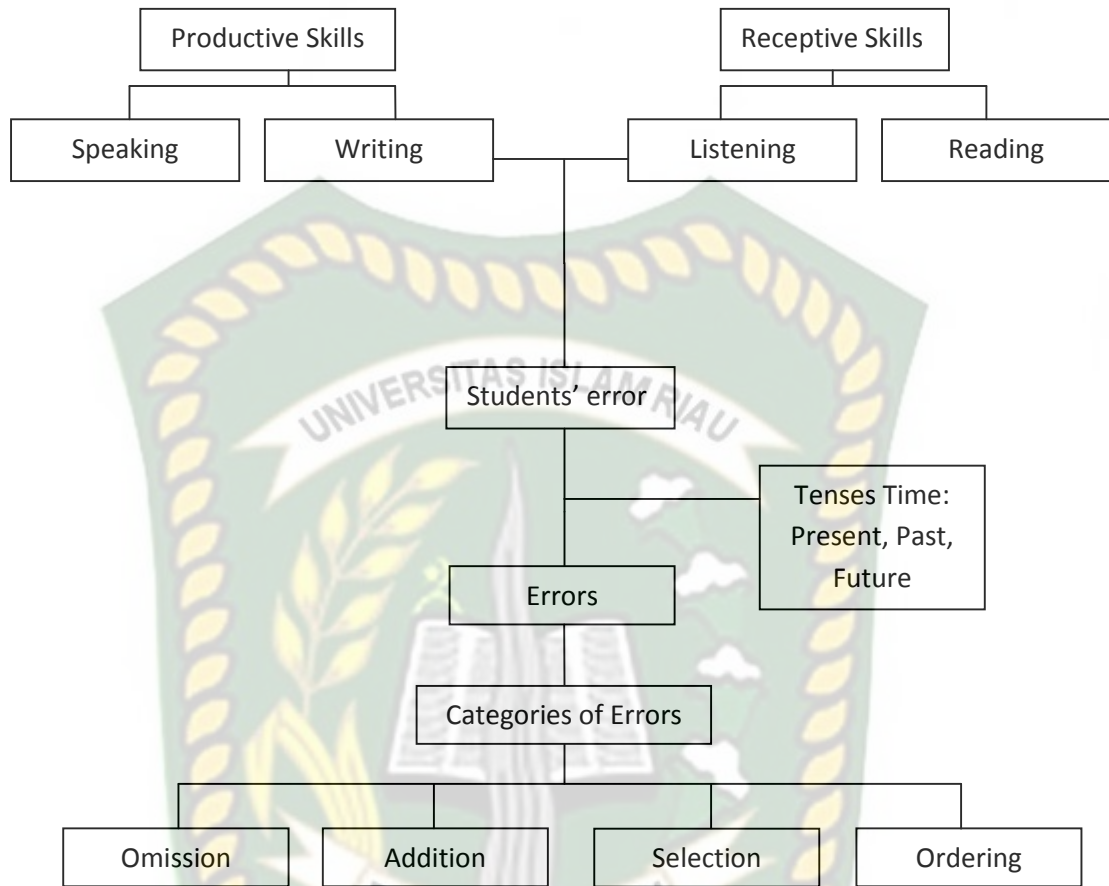
And the last one in (Cholipah, 2014) “An Analysis of Students’ Error in Writing Recount Text: A Case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan.” This study This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text writing made by the second grade students of SMP Trimulia Jakarta.

The method used in this study was a case study included as qualitative research. The data was presented in descriptive analysis way and the procedure of Error Analysis used is according to Ellis and Barkhuizen theory. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors. The lowest-three errors are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors.

The previous studies above have been done by some writer, and it can be informed that they have similar concern with this research, but this study only focus on sentence pattern, tenses, and pronoun.

2.5 Conceptual Framework Diagram





Error analysis is the study of students' error which can be observed, analysed, and classified to reveal something of the system operating within the learners. In this research, the researcher choose grammar aspect to conduct the research. And this research focused on omission, addition, selection, and ordering. Moreover, there are kinds of error such as; article, preposition, word choice, subject-verb agreement, word order, tense, capitalization and punctuation.

2.6 Assumption

The researcher assumes that the tenth grade students of SMAN 1 Rambah made some grammatical errors in writing recount text.



3.1 Research Design

In this study, the researcher give description about analysis of the first year of SMAN 1 Rambah students' error in the use of past tense. It was one variable and the form is descriptive qualitative.

The researcher asked the students to write a recount text. This research was held in the classroom. The researcher came to classroom and gave instruction

to the students to write a recount text. They were supposed to do the test to show the advancement in writing with a good grammar.

Designing a study help researchers to plan and implement the study in a way that will help them obtain the intended result, thus increasing the chances of obtaining information that could be associated with the real situation.

3.2 Source of Data

Source of data is an important part in a research. It is because the accuracy of selecting and determining the types of data source determines the amount of data obtained. Source of data in this research is worksheet of students first grade in SMAN 1 Rambah. There are four classes of the first grade students of SMAN 1 Rambah, all of them are as the total number of population in this research that is about 99 students. The research will take 20 students (the total number students of the first grade in X IPA 2) as the sample of this research. The writer will use purposive random sampling to choose the participants of this research.

Table 1

The total number of population and sample

NO	CLASS	NUMBER OF STUDENTS
1	IPA 1	28
2	IPA 2	20
3	IPA 3	26
4	IPS	25

3.3 Instrument of the Research

The research instrument was documentation. Documentation is an instrument of research conducted systematically with reference to the document in from of written objects, such as book, magazine, document, worksheet, file and picture. This would be use documentation that taken from worksheet of students test in writing recount text.

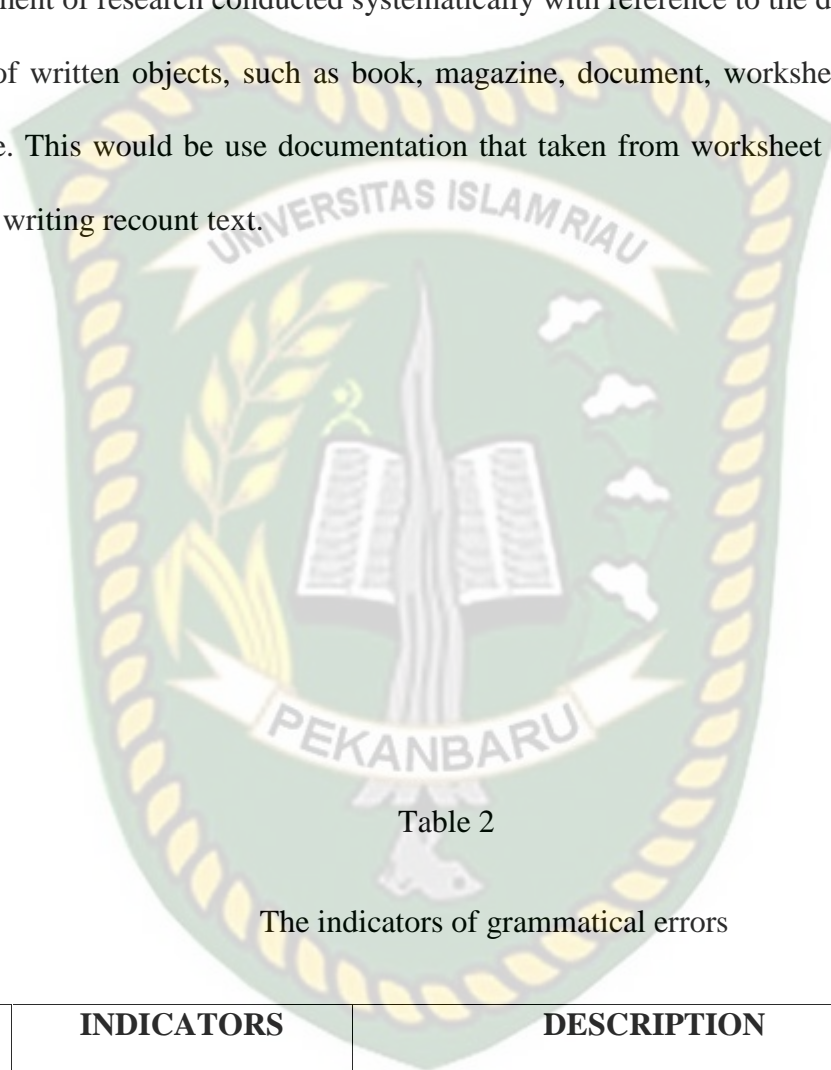


Table 2

The indicators of grammatical errors

NO	INDICATORS	DESCRIPTION
1	Addition	This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a wellformed utterance.
2	Omission	Omission is indicated by the absence of

		certain item that must appear in sentences.
3	Misformation	This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect.
4	Misordering	Misordering is indicated by the incorrect placement of certain morphemes.

(Corder, 1982)

3.4 Data Collection Technique

Technique collecting data is the most important step in the study, because the main goal of researcher is getting the data. For getting the data so many ways to do in variety setting, source, and many ways. An instrument plays an important role to collect data in a research and use qualitative one variable. The researcher instrument in this study writing a recount text refers to students error in the use of simple past tense. It should be note. The researcher ask them to write a recount text on their paper. This entire test will be done on the classroom.

In getting the data based on (Creswell, 2012) there are five steps in process of qualitative data collection. The five steps are:

1. Identify participants and sites to be studied and to engage in a sampling strategy that will best help you understand your central phenomenon and the research question you are asking.
2. Gain access to these individuals and sites by obtaining permissions.
3. Third, once permissions are in place, you need to consider what types of information will best answer your research questions.
4. At the same time, design protocols or instruments for collecting the information.
5. Administer the data collection with special attention to potential ethical issues that may arise.

For the researcher asking the students who have been chosen previously to be a sample to write a recount text. The test that will be given to the students like create a paragraph by their own words. And the test run about 60 minutes or an hour.

1. Test

According (Brown, 2004) a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The goal in giving the test is to measure the students' achievement in writing a recount text. The researcher administers a test in using grammatical test. The researcher came to the class and give basic knowledge about writing skill and grammatical use in the recount text.

Then the researcher prepared what things important that needed by students and things such as pen and paper. Students must write a recount text.

The researcher prepared what kind of test that will give to the students, and the researcher previously determines the test that suitable to students of SMAN 1 Rambah. The test runs about 60 minutes or an hour. After that, the researcher orders the rules to students.

3.5 Data Analysis Technique

After collecting the data, the students' writing will be analysed by raters. The teachers are Mustivaria, S.Pd and Lariama Tobing, S.Pd. The technique of data analysis that used in this research is descriptive analysis and qualitative technique which allows the researcher described some students' error in their writing. According to (Corder, 1982), distinguish five steps in conducting error analysis.

1. Collection of students' writing

In this step, the researcher talked to the lecturer to get the document. To provide data for the error analysis, the researcher needs to collect a sample of language. In this step, the researcher may control the data by narrowly specifying the sample he/she intends to collect.

2. Identification of Errors

In this step, the researcher studied the gained data and analysed the data based on indicators of research. The researcher identified the error in using simple past tense.

3. Description of Errors

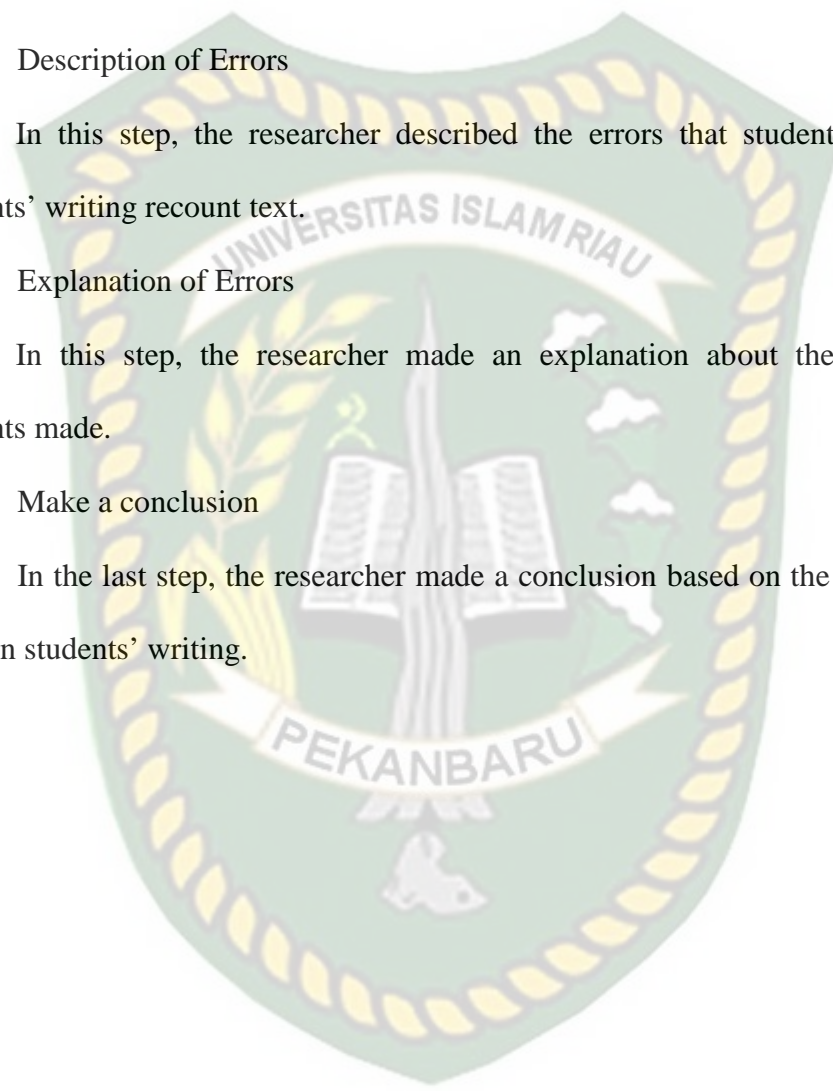
In this step, the researcher described the errors that students made by students' writing recount text.

4. Explanation of Errors

In this step, the researcher made an explanation about the error that students made.

5. Make a conclusion

In the last step, the researcher made a conclusion based on the analysis of error in students' writing.



CHAPTER IV RESEARCH FINDING

4.1 Data Description

This chapter presents the research finding and the analysis of data. And the title of this research was “An Analysis on Students’ Error in the Use of Past Tense in Writing Recount Text Written by Tenth Grade Students of SMAN 1 Rambah”. As stated in the previous chapter, there is an indicators that the researcher analyzed in this chapter, namely grammatical error. And then, the researcher analyzed the data and classifies them into four type of grammatical error: omission, addition, misformation and misordering.

4.2 Data Analysis

This chapter explain analysis of twenty students worksheet with applying Corder (1982) type of error.

4.2.1 Omission

[1] [107] *We arrive in Carocok Beach.*

Data 107 above, the indicator of error found is omission. It can be seen from the sentence, student made error, the students omit “the” the correct found is “*We arrived in the Carocok Beach*”.

[2] [166] *Approximately 8 **hour** trip by bus from our home in Rokan Hulu.*

Data 166 above, the indicator of error found is omission. It can be seen from the word “hour”, student made error, the students omit “s” the correct found is “hours”.

[3] [193] *He was Indonesia teacher.*

Data 193 above, the indicator of error found is omission. It can be seen from the sentence, student made error, the students omit “an” the correct found is “He was an Indonesia teacher”.

[4] [223] *Approximately 8 hour trip by bus from school.*

Data 223 above, the indicator of error found is omission. It can be seen from the word “hour”, student made error, the students omit “s” the correct found is “hours”.

[5] [254] *Finally, we decided to go back to our tent.*

Data 254 above, the indicator of error found is omission. It can be seen from the sentence, student made error, the students omit “the” the correct found is “*Finally, we decide to go back to the our tent*”.

4.2.2 Addition

[6] [105] *In there in there we continue at 6 am after do shalat.*

Data 105 above, the indicator of error is addition, it can be seen from the sentence, the correct found is “*In there we continued at 6 am after do shalat*”. From the correct sentence before student made two errors, in the first is, student made repetition in “*in there in there*” it make it difficult for readers to understand, it should be “*in there*”. Second is “*we continue*” the correct found it should be “*we continued*”.

[7] [227] *After that we went to pagaruyuang tour for photo-photos.*

Data 227 above, the indicator of error is addition, it can be seen from the sentence, the correct found is “*After that we went to pagaruyuang tour for photo-photos.*”. From the correct sentence before student made errors, in the first is, student made repetition in “*photo-photos*” it should “*After that we went to pagaruyuang tour for photos.*”

[8] [85] *Behind everything, the block camp **teaches** us to be able to interact with the out doors and teach it to be more independent.*

Data 85 above, the indicator of error found is addition, it can be seen from the word “*teaches*” students made error in the simple pas tense in irreguler verb, the students add es from “*teach*”, the correct found should be *taught* because teach in the simple past tense became irreguler verb.

[9] [198] *Suddenly the sound of a marker **blows** toward the blackboard.*

Data 198 above, the indicator of error found is addition, it can be seen from the word “*blows*” students made error in the simple past tense of reguler verb, the student add s from the word *blow*”, the correct found is “*blown*”.

[10] [189] *And that’s the last holiday that **feels** like a holiday to me.*

Data 189 above, the indicator of error found is addition, it can be seen from the word “*feels*” students made error in the simple past tense in irreguler verb, the students add s from “*feel*”, the correct found should be *felt* because feel in the simple past tense became irreguler verb.

[11] [87] *And it turned out that I **enterd** class X IPA 2 with new friends who were very pleasant.*

Data 87 above, the indicator of error found is addition, it can be seen from the word “*enterd*” students made error in the simple past tense of regular verb, the student added d from the word “*enter*”, the correct found is “*entered*”.

4.2.3 Misformation

[12] [4] *Until we **buy** the watch in the watch shop.*

Data 4 above, the indicator of error is misformation, it can be seen from the word “*buy*” student made error in the simple past tense in irregular verb, the correct found is “*bought*”. It caused by students not changing the verb 1 into the verb 2 in the past form.

[13] [5] *Many there **are** very bag watches and the price **is** also cheap, clothes merchants also offer their waves, after that we bought new hats and clothes.*

Data 5 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of to be in the simple past tense. The correct found is *were*. And student made error from the word *is* the correct found is *was*. Because in the past form used to be was/were, was used for pronoun: she, he, it and were used for pronoun: I, you, they, we.

[14] [8] *Because of the many together that we **have** gone through together.*

Data 8 above, the indicator of error found is misformation, it can be seen from the word “*have*” students made error in the simple past tense in irregular

verb, the correct found is *had* because in the past form used the verb 2. So, have became irregular verb and should be *had*.

[15] [11] *The first day I went to school arrived, we gathered in the hall to **listen** to new students and listen to the directions from the principal.*

Data 11 above, the indicator of error found in this data is omission. It can be seen from the verb “*listen*” student made error in the simple past tense of regular verb, the students omit ed from the word “*listen*”, the correct found is *listened*, it caused by students do not use ed at the end of word (verb) in expressing past form.

[16] [41] *After a **walk** of about 700 metres I would be able to see my school.*

Data 41 above, the indicator of error found in this data is omission. It can be seen from the word “*walk*” student made error in the simple past tense of regular verb, the students omit ed from the word “*walk*”, the correct found it should be *walked*

[17] [56] *Here we **dance**, shop for souvenirs, and take pictures with statues and tourist.*

Data 56 above the indicator of error found is omission. It can be seen from the word “*dance*” student made error in the simple past tense of regular verb, the students omit ed from the word “*dance*”, the correct found is *danced*.

[18] [85] *Behind everything, the block camp **teaches** us to be able to interact with the out doors and teach it to be more independent.*

Data 85 above, the indicator of error found is addition, it can be seen from the word “*teaches*” students made error in the simple pas tense in irreguler verb, the students add es from “*teach*”, the correct found should be *taught* because teach in the simple past tense became irreguler verb.

[19] [198] *Suddenly the sound of a marker **blows** toward the blackboard.*

Data 198 above, the indicator of error found is addition, it can be seen from the word “*blows*” students made error in the simple past tense of regular verb, the student add s from the word *blow*”, the correct found is “*blown*”.

[20] [189] *And that’s the last holiday that **feels** like a holiday to me.*

Data 189 above, the indicator of error found is addition, it can be seen from the word “*feels*” students made error in the simple past tense in irreguler verb, the students add s from “*feel*”, the correct found should be *felt* because feel in the simple past tense became irreguler verb.

[21] [87] *And it turned out that I **enterd** class X IPA 2 with new friends who were very pleasant.*

Data 4 above, the indicator of error found is addition, it can be seen from the word “*enterd*” students made error in the simple past tense of regular verb, the student add d from the word “*enter*”, the correct found is s “*entered*”.

[22] [80] *As for one of the likes, when setting up a tent, we **work** together so that the tent can stand firmly.*

Data 80 above, the indicator of error found is omission. It can be seen from the word “work” student made error in the simple past tense of irregular verb, the students omit ed from the word “work”, as a result it should be worked.

[23] [102] *After we do shalat, we **continue** the way.*

Data 19 above the indicator of error found is omission. It can be seen from the word “*continue*” student made error in the simple past tense of irregular verb, the students omit ed from the word “*continue*”, the correct found is *continued*.

[24] [107] *We **arrive** in Carocok Beach.*

Data 107 above, the indicator of error found is omission. It can be seen from the word “*arrive*” student made error in the simple past tense of regular verb, the students omit ed from the word “*arrive*”, the correct found is *arrived*.

[25] [114] *After that, we **pray** to God.*

Data 114 above, the indicator of error found is omission. It can be seen from the word “*pray*” student made error in the simple past tense of regular verb, the students omit ed from the word “*pray*”, the correct found is *prayed*.

[26] [115] *We hope we all **graduate**.*

Data 115 above, the indicator of error found is omission. It can be seen from the word “*graduate*” student made error in the simple past tense of regular verb, the students omit ed from the word “*graduate*”, the correct found is *graduated*.

[27] [131] *We **start** climbing at 8 p.m.*

Data 131 above, the indicator of error found is omission. It can be seen from the word “*start*” student made error in the simple past tense of regular verb, the students omit ed from the word “*start*”, the correct found is *started*.

[28] [175] *Because a lot of people to **celebrate** the new year with his family.*

Data 175 above, the indicator of error found is omission. It can be seen from the word “*celebrate*” student made error in the simple past tense of regular verb, the students omit ed from the word “*celebrate*”, the correct found is *celebrated*.

[29] [265] *We built our tent before we **continue** the activities.*

Data 265 above, the indicator of error found is omission. It can be seen from the word “*continue*” student made error in the simple past tense of regular verb, the students omit ed from the word “*continue*”, the correct found is *continued*.

[30] [12] *In the hall I **meet** my friens who where one middle school with me and happened to be n the same high school*

Data 12 above, the indicator of error is misformation, it can be seen from the word “*meet*” student made error irregular verb, the correct found it should be *met*.

[31] [13] *Precisely on Tuesday to Thursday, the 3 days ase used for student orientation period, jokes **are** fun, even though sometimes they are collaborated with senior brothers, but it **is** exciting that we are taught more.*

Data 13 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of tobe in the simple past tense. The correct found is *were*. And student made error from the word *is* the correct found is *was*.

[32] [16] *After a week of **carrying** out bthe final student orientation period arrived at class distribution.*

Data 16 above, the indicator of error found is misformation, it can be seen from the word “*carrying*” students made error in the simple past tense in regular verb, the correct found is *carried* because in the past form used the verb 2. So, say became irregular verb and should be *said* not *saying*.

[33] [35] *We were so afraid of that accident and we would never **do** the same thing at the river again.*

Data 35 above, the indicator of error is misformation, it can be seen from the word “*do*” the correct found is *do* became *did*.

[34] [40] *I would leave home at 8 am on the dot and **make** my way down the lane.*

Data 40 above, the indicator of error is misformation, it can be seen from the word “*make*” students made error in irregular ver the correct found it should be *made*.

[35] [42] *The playground would be full in the summer and the noise would make me wanted to rush into the yard and **get** into a good game of volly ball before the went.*

Data 42 above, the indicator of error is misformation, it can be seen from the word *get* student made error in irregular verb, the correct found is *got*.

[36] [53] *We **have** lunch while enjoying the view of clean lake water, finished eating we went home to rest.*

Data 53 above, the indicator of error found is misformation, it can be seen from the word “*have*” students made error in the simple past tense in irregular verb, the correct found is *had* because in the past form used the verb 2.

[37] [78] *We **are** led by a friendly and kind class brother.*

Data 78 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of tobe in the simple past tense. The correct found is *were*.

[38] [80] *As for one of the likes, when **setting** up a tent, we work together so that the tent **can** stand firmly.*

Data 80 above, the indicator of error is misformation, it can be seen from the word “*setting*” student made error in the past form of irregular verb, the correct found is *set*. And student made error from the word “*can*” that should be “*could*” in the past form.

[39] [81] *Beside liking there **is** also grief.*

Data 81 above, the indicator of error is misformation, it can be seen from the word “*is*” students made error of tobe in the simple past tense. The correct found is “*was*”.

[40] [82] *When it rains, we **are** very difficult to ckean the tent that **is** wet and flooded by water.*

Data 82 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of tobe in the simple past tense. The correct found is *were*. And student made error from the word *is* the correct found is *was*.

[41] [83] *And still many other memories until we **go** home.*

Data 83 above, the indicator of error is misformation, it can be seen from the word “*go*” students made error in the simple past tense in irreguler verb, the correct found is *went*. It cause by students not changed the verb 1 into the verb 2 in the past form.

[42] [92] *During the rest of the month Ramadhan we **are** not vacationing anywhere.*

Data 92 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of tobe in the simple past tense. The correct found is *were*.

[43] [93] *After the month Ramadhan end we **take** a vacation.*

Data 93 above, the indicator of error is misinformation, it can be seen from the word “take” students made error in the simple past tense in irregular verb, the correct found is *took*.

[44] [94] *There aren't many places we visit but I'm very happy the most thing I remember was fishing, that was really fun.*

Data 94 above, the indicator of error is misinformation, it can be seen from the word “are” students made error of tobe in the simple past tense. The correct found is *were*. And student made error from the tobe *am* the correct found is *was*.

[45] [95] *But I forget where it was.*

Data 95 above, the indicator of error is misinformation, it can be seen from the word “forget” students made error in the simple past tense in irregular verb, the correct found is “*forgot*”.

[46] [97] *I don't know why it feels like that.*

Data 97 above, the indicator of error is misinformation, it can be seen from the word “do” the correct found is “do” became “*did*”.

[47] [98] *I hope someday I can find out.*

Data 98 above, the indicator of error is misinformation, it can be seen from the word “can” the correct found is “can” became “*could*”.

[48] [99] *When I was 6th grade I and my school get tour to Padang.*

Data 99 above, the indicator of error is misformation, it can be seen from the word “*get*” student made error irregular verb, the correct found it should be *got*.

[49] [101] We **go** at 5 pm after few hours we avtive at ujung batu at 18:30.

Data 101 above, the indicator of error is misformation, it can be seen from the word “*go*” student made error irregular verb, the correct found it should be *went*.

[50] [102] After we **do** shalat, we **continue** the way.

Data 37 above, the indicator of error is misformation, it can be seen from the word “*do*” students made error in the simple past tense in irregular verb, the correct found *do* became *did*.

[51] [103] We **sleeped** and when we **wake up** we already arrive in Sumbar.

Data 103 above, the indicator of error is misformation, it can be seen from the word “*sleeped*” student made error in regular verb into irregular verb, in the simple past tense sleep became irregular verb the correct found is *slept*. And it can be also seen from the word “*wake up*” students made error in the simple past tense in irregular verb, the correct found *wake up* became *woke up*.

[52] [106] And after few hours after **leave** masjid raya.

Data 106 above, the indicator of error is misformation, it can be seen from the word “*leave*” students made error in irregular verb the correct found it should be *left*.

[53] [109] *I hope this **can** mame you happy.*

Data 109 above, the indicator of error is misformation, it can be seen from the word “*can*” students made error in irregular verb the correct found it should be *could*.

[54] [116] *Then, there **are** 4 teachers who will call out names one by one.*

Data 116 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of tobe in the simple past tense. The correct found is *were*.

[55] [117] *And **give** us envelopes containing graduation letters.*

Data 117 above, the indicator of error is misformation, it can be seen from the word “*give*” students made error in irregular verb the correct found it should be *gave*.

[56] [119] *When I want to open it, **I'm** very scared.*

Data 119 above, the indicator of error is misformation, it can be seen from the word “*I'm*” students made error of tobe in the simple past tense. The correct found is *was*.

[57] [123] *We **are** very happy because we have graduated.*

Data 123 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of tobe in the simple past tense. The correct found is *were*.

[58] [127] *It is a graduate that is very happy for me and will never be forgotten.*

Data 127 above, the indicator of error is misformation, it can be seen from the word “*is*” students made error of tobe in the simple past tense. The correct found is *was*.

[59] [139] *We waited the sun rises by **cooking** some food and **making** some hot drink to **get** back our energy.*

Data 139 above, the indicator of error found is misformation, it can be seen from the word *cooking* and *making*. From the word *cooking* student made error in the past form, the correct found is *cooked*, and from the word *making* student also made error in the past form, the correct found is *made* because it should be changed into verb 2 and became irregular verb. And also misformation can be seen from the word *get*, the correct found is *got* because it should be changed into verb 2.

[60] [141] *After **seeing** the sun raised, we had to go back home.*

Data 141 above, the indicator of error is misformation, it can be seen from the word “*seeing*” student made error in the past form, the correct found is *saw*.

[61] [142] ***Getting** down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to this process.*

Data 142 above, the indicator of error is misformation, it can be seen from the word “*getting*” student made error in the past form, the correct found is *got*.

[62] [149] *On the next day, I **forget** that it was the new year.*

Data 149 above, the indicator of error is misformation, it can be seen from the word “*forget*” student made error in the past form, the correct found is *forgot*.

[63] [156] *Holidays last year my family and I vacation to Sibolga, Medan North Sumatra, the trip to Sibolga **is** approximately 4 hours.*

Data 156 above, the indicator of error is misformation, it can be seen from the word “*is*” students made error of tobe in the simple past tense. The correct found is “*was*”.

[64] [157] *On the trip I **do** not do much activity.*

Data 157 above, the indicator of error is misformation, it can be seen from the word “*do*” students made error in the simple past tense in irregular verb, the correct found *do* became *did*.

[65] [159] *After **arriving** there we stayed at your house.*

Data 159 above, the indicator of error is misformation, it can be seen from the word “*arriving*” students made error in the past tense form, the correct found *arrived*.

[66] [164] *What I feel on vacation this year is happy, hopefully always happy for next year.*

Data 164 above, the indicator of error is misordering, it can be seen from the sentence, the correct found is “*I felt happy on vacation this year, hopefully always happy for every year*”. From the error sentence above it make the readers cannot understand. And the second error is “*I feel*” the correct found is “*I felt*”.

[67] [184] *During the rest of the month Ramadhan we **are** not vacationing anywhere.*

Data 184 above, the indicator of error is misformation, it can be seen from the word “*are*” students made error of tobe in the simple past tense. The correct found is “*were*”.

[68] [185] *After the month Ramadha end we **take** a vacation.*

Data 185 above, the indicator of error is misformation, it can be seen from the word “*take*” student made error in the past form, the correct found is *took*.

[69] [190] *I **don't** know why it feels like that.*

Data 190 above, the indicator of error is misformation, it can be seen from the word “do” students made error in the simple past tense in irregular verb, the correct found *do* became *did*.

[70] [191] *I hope someday I can find out.*

Data 191 above, the indicator of error is misformation, it can be seen from the word “can” students made error in the simple past tense in irregular verb, the correct found *can* became *could*.

[71] [205] *And don't make the teacher's heart not be with us.*

Data 205 above, the indicator of error is misformation, it can be seen from the word “do” students made error in the simple past tense in irregular verb, the correct found *do* became *did*.

[72] [244] *After setting up the tent, we took our picnic jar and had a meal together.*

Data 244 above, the indicator of error found is misformation, it can be seen from the word “setting up” students made error in the simple past tense in irregular verb, the correct found is *set up* because in the past form used the verb 2. So, set up became irregular verb and still set up.

[73] [266] *After building the tent, bathin, and having a break.*

Data 266 above, the indicator of error found is misformation, it can be seen from the word “*setting up*” students made error in the simple past tense in irregular verb, the correct found is *set up* because in the past form used the verb 2.

[74] [272] *When any an event again I will participate with my team.*

Data 272 above, the indicator of error is misformation, it can be seen from the word “*will*” student made error in the past form, the correct found is *would*.

4.2.4 Misordering

[75] [188] *The most thing I remember was visiting water park labersa, that was very fun.*

Data 188 above, the indicator of error is misordering, it can be seen from the sentence “*water park labersa*”, the correct found is “*The most thing I remember was visiting Labersa water park, that was very fun.*”

[76] [197] *Because, he is a teacher who is old and has a very small voice the makes me prefer to tak to a friend beside the chair rather than listening to him explain.*

Data 197 above, the indicator of error is misordering, it can be seen from the sentence, the correct found is “*Because he was an old teacher who had a very small voice and made me prefer to talk to a friend beside the chair than listening to him explanation*”. From the error sentence above it make the readers cannot understand.

[77] [208] We prepared all of our needs there property

Data 208 above, the indicator of error is misordering, it can be seen from the sentence “our needs there property”, the correct found is “*We prepared all of our needs property there*”.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher has analyzed twenty worksheets of students writing recount text, there are some conclusions which can be drawn to answer the research question as stated in the chapter 1. Based on the preceding chapter, this research about students error focus only in simple past tense, and according to data analysis the writer got all of that items in the all the text, they are: omission are 5, addition are 6, misformation are 63 and misordering are 3.

The result shows that the most common grammatical error made by the students in writing recount text is misformation. The most error that students made from the all of worksheet, the researcher got 63 error of misformation

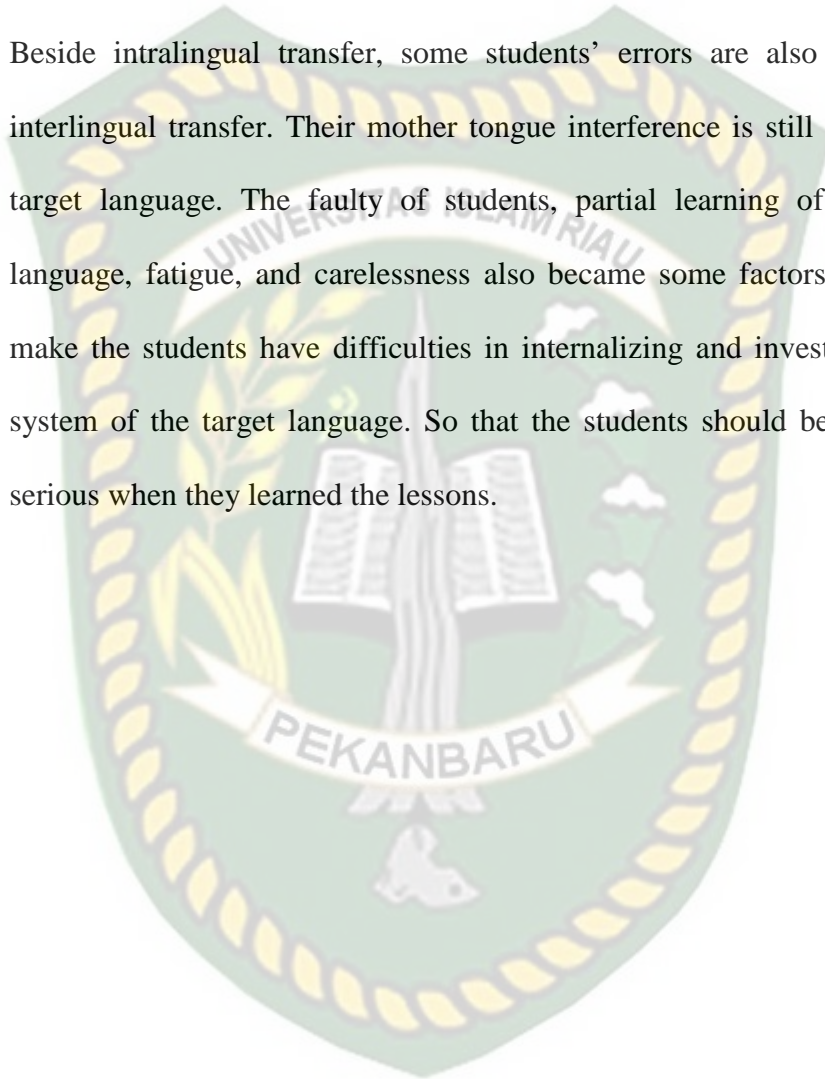
5.2 Suggestion

Based on the conclusion of the research some suggestions related to this result of the research are presented. It could improve the teaching and learning process. Here are some suggestions that hopefully can be applied in teaching and learning process.

1. Facts revealed by the researched; most of errors which are made by students in SMAN 1 RAMBAH caused by intralingual transfer. The use of incorrect verb changing (past tense) in writing narrative text and the incorrect generalization within the target language should be noticed by

the teacher to give explanation clearer and pay attention more to the students whether there are some students who did not understand about the lesson.

2. Beside intralingual transfer, some students' errors are also caused by interlingual transfer. Their mother tongue interference is still used in the target language. The faulty of students, partial learning of the target language, fatigue, and carelessness also became some factors that could make the students have difficulties in internalizing and investigating the system of the target language. So that the students should be focus and serious when they learned the lessons.



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