



## ERROR ANALYSIS ON USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMP BINA BERSAUDARA 1 MEDAN

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### ABSTRACT

*This research was discussed about error analysis on using simple past tense in writing recount text. The objective of the study were to find out the types of errors, to describe the students error, and to find out the difficulties of students on using simple past tense in writing recount text. The approach of this research is qualitative research. The instrument of this research were writing a recount text, choose the right sentence or word from a recount text, and interview. The subjects of this research were 25 students of eighth grade students of SMP BINA BERSAUDARA 1 Medan. The data was collected by students' answer sheet. The collected data was identified, calssified, analysed and interpreted based on the types of errors using theory corder's were 237 errors. The finding revealed that there are 4 types of errors. They are omission, addition,selection, and ordering. Selection was the dominant errors with 151 errors (64%), followed by ordering with 37 errors (16%), addition with 31 errors (13%), and the last was addition wirh 18 errors (7%). Based on the data analysis above, the most of students' errors was selection and the least of students' errors was addition.*

**Keyword :** *Error analysis, Simple past tense, Recount text*

### INTRODUCTION

Language is a tool to communicate messages. People need language to express and show what they feel. By language we will know and get many kinds of information from the people all over the world who have different culture backgrounds. English is an internasional language which has important roles. Besides that is used for communication media, it is also used for challenges of technology, sciences, and culture that development requires us to learn english deeply.

Learning English as a foreign language is an integrated process in that learner should acquire the four basic skills: speaking, listening, reading, and writing. In order to use a language well, learners should learn the rules of the language or to know how they work. They cannot avoid errors because mostly occur in learning process. It happens because they use different forms to delivers their ideas, felling or message so they need considerable amount of time to be able to master the target language well. Learners build their knowledge to use the target language, and making errors during

studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors.

Error is something done wrong by the students because they don't know what is correct. Making errors are a natural and unavoidable part of the process of learning English. Many kinds of errors arise when the learners write because they do not master the English structure well. Also, errors are the inability of the students in using rules of the components and elements of the second language. Brown stated that second language learning is a process that is clearly not unlike first language learning in its trial and error nature. Almost all learners must make errors when they are learning English because it is difficult to separate error in the process of learning English. Students' errors are very useful ways of showing what they have and have not to learn.

Simple past tense is a part of tenses that an event had occurred (past). Tense is said to be simple because simple past tense just wants to provide information about a job that has occurred in the past without wanting to show that his job was being perpetrated. The time of occurrence (yesterday, two days ago, last year) or time line (for two months, daytime, for one hour) can be specifically mentioned.

There are four aspects of life skills in language communication namely speaking, listening, reading, and writing. The writer focuses on writing skill. In writing skill the students can express their feelings, ideas, thoughts, and ideas visible and concrete. However, writing in English is not easy and students often find some difficulties while they are writing. Writing can help us to deepen understanding. It can help to make the sense of the information. Writing refers to text. A composing some kinds of texts in

written form for junior high school students is one of the basic competences of English subject. It means that the students are demanded to be able to write some kinds of text with correct organization, appropriate vocabulary and grammar. There are some genres or types of the texts that should be taught at junior high school. Such as narrative, recount, procedure, report, descriptive, and spoof.

As previous of study was conducted by Dian Sukma (2015:66) stated that the students at SMAN 2 Rambahilir had learned recount text but those students still had problems to produce recount text in written language. Actually, the teacher had given an explanation and when teaching and learning process it has been repeated by the teacher to write recount text correctly. According to the English teacher that the students' difficulties were (a) some of the students still confuse to express and develop their idea in writing recount text because they lack vocabulary, (b) some of the students still have difficulties to write recount text based on generic structure include of orientation, event, and re-orientation, (c) some of the students still confusingly used tenses in recount text, and (d) some of the students still confuse to arrange a good sentence in past tense form. According to Ansyar (2006:1) in his journal said based on his experiences while doing a preliminary observation, he noticed that the use of simple past tense often makes students confused with its complexity. They often write he goes to school yesterday instead of he went to school yesterday. The verb form has to be changed from infinitive into past tense. It shows that Indonesian students do not consider that in English there are no verb changes that affect language.

Recount text is one of the kinds of text that was learned in eighth grade of SMP Bina Bersaudara 1 Medan. It means that students

should develop their skill in writing genre of text in form recount text. According to Grace (2007:30) in Dian Sukma (2015) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. Actually, there are three types of recount text namely, they are personal recount, factual recount, and imaginative recount, but in this research the researcher focus on personal recount text. Personal recount text is a recount text that exposes an event in which the writer or the author got involved in or acted in the event himself.

In this study, the researcher discusses the students writing skill in recount text using the simple past tense. Writing a recount text should be clear and concrete. If a student has made a mistake in using simple past tense, it means that he/she is not competent yet in making their text. This problem was also found at the eighth grade of SMP Bina Bersaudara Medan as the field of research. The readers can be confused and also they may find difficulties understanding the content of the text which he/she has written. Therefore, through recount text, the researcher was found out the student learning problems, the cause and to knew the students achievement and difficulties in learning the simple past tense.

## THEORETICAL FRAMEWORK

### The Types of Error

According to Corder (1971) in Paramita Kusumawardhani (2015:134) there are some types of error :

#### (1) Errors of Omission

Error of omission is the missing of some elements which should exist. Omission error are characterized the absence of an item that must appear in a well formed – utterance although any morphemes or word in a sentence is a potential candidate for omission,

some types or morphemes are omitted more than other.

e.g. : Woman is very beautiful. (It should be: The woman is very beautiful)

She eat apple. (It should be: She eats an apple).

#### (2) Errors of Addition

Error of addition is the adding of some elements which shouldn't exist. Addition errors are opposite of omission. They are characterized by the presence of an item, which must not appear in a well – formed utterances.

e.g. : I ate with bread and egg this morning.

(It should be: I ate bread and egg this morning).

It is a meat. (It should be: It is meat).

#### (3) Errors of Selection

Error of selection is the use of words which shouldn't be used. Selection errors are characterized by the use of the morphemes or structure. While in omission errors is not supplied all, in errors of selection the students supplies something although it is incorrect.

e.g. : Do he go to school? (It should be: Does he go to school?).

She is thinking about you. (It should be: She is thinking of you).

#### (4) Errors of Ordering

Error of ordering is the elements which are not put in the proper place. Errors of Ordering is a wrong placement of morpheme or a group of a morphemes in an utterances.

e.g.: She doesn't know what is my name. (It should be: She doesn't know what my name is).

They know where do I live. (It should be They know where I live).

### Simple Past Tense

Simple past tense is a form of the verb used to express activities or events that do or occurred in the past. The past can be a long time ago, a few years ago, a few months ago, a couple of weeks, days, or even a few hours ago.

According to Betty Schramper Azar (1989 : 24) gives explanation that "The simple past tense indicates that an activity or situation began and ended at a particular time in the past".

Jayanthi Dakshina Murthy in her book Contemporary English Grammar said that "when a verb is used to show that an action was completed, it is known as the Past Tense".

Oshima (2002 : 132 ) said " The Simple past tense is the verb form used for an action that began in the past and was completed in the past".

### **The Definition of Recount Text**

Recount is the simplest type of the text in genre. The social function is to retell events for the purpose of informing and entertaining. Formally, recounts are sequential texts that do little more than sequence a series of events (Knapp 2005: 223 ). Recount text shows something our activities that we have done in the past, for example the activity as long as holiday, last week's activity, seminar, etc.

Djuharie (2008) in Doni Ramli (2013:) stated that "recount is a reconstruction of something which happened in the past".

Wayan Dirgayasa (2012 : 17) stated that "recount writing is a type of genre telling and informing the past activities. It is not a fictitious writing but a factual writing".

In other words, recount text is writing text type which retells the past event chronologically. The purpose of recount text

is to describe what happened in the past time through sequence of the events to the reader.

### **RESEARCH METHOD**

This research was conducted by using qualitative research. Qualitative research is one of kinds of research that have function to look object condition naturally. In qualitative research, the researcher is the most important key. In the other word, qualitative research is main participant in involves examining and reflecting on the less tangible aspects of a research subject. The purpose of the research was to find out an analysis of the students' error on using simple past tense in writing recount text.

### **DATA AND ANALYSIS**

After conducted the research at SMP Bina Bersaudara 1 Medan, the research analysis was presented in This chapter. The data of the study was taken from students' error in writing recount text, with two test, there are writing about " what did you do last weekend " and " choose the right sentence or word from a recount text".

This study aimed at finding errors on using simple past tense in writing recount text at SMP Bina Bersaudara Medan. This research was conducted in eighth grade students of SMP Bina Bersaudara Medan especially class eighth one which consisted of 25 students with 14 boys and 11 girls. The following table is the list students' error analysis on using simple past tense in writing recount text.

**Table 4.1**  
**The List of Students' Error**

No	Students' Initial Names	Types of Error				Total
		Omission	Addition	Selection	Ordering	
1	AK	-	1	4	2	7
2	AF	1	1	5	-	7
3	CY	3	3	13	2	21
4	DA	1	1	8	1	11
5	DP	-	1	5	1	7
6	EA	-	1	4	1	6
7	FA	1	1	5	-	7
8	FS	-	1	4	2	7
9	GA	-	3	4	3	10
10	HK	1	1	7	1	10
11	IG	-	1	4	1	6
12	IF	1	-	7	1	9
13	JK	-	-	3	-	3
14	MS	-	-	12	-	12
15	MR	-	2	7	1	10
16	RS	2	3	8	-	13
17	RR	-	2	7	1	10
18	RRI	2	-	4	1	7
19	RN	-	2	9	2	13
20	SS	2	-	7	3	12
21	SF	-	3	4	3	10
22	SY	1	2	8	2	13
23	SD	1	1	2	2	6
24	YA	-	-	6	3	9
25	VI	2	1	4	4	11
	<b>Total</b>	<b>18</b>	<b>31</b>	<b>151</b>	<b>37</b>	<b>237</b>
	<b>Percentage</b>	<b>7 %</b>	<b>13 %</b>	<b>64 %</b>	<b>16%</b>	<b>100 %</b>

From the table identification above, it was described that the total errors of omission was 18 errors or 7 %, addition was 31 errors

or 13 %, selection was 151 errors or 64 %, and ordering was 37 errors or 16 %.

## CONCLUSION AND SUGGESTION

Based on the data analysis of the research, the researcher took the conclusion as following :

1. The error that the students did on using Simple Past Tense in Writing Recount Text were Omission 18 (7%) cases of errors, Addition 31 (13%) cases of errors, Selection 151 (64%) cases of errors, and Ordering 37 (16%) cases of errors.
2. Error of Selection is the dominant error comitted by the eighth grade of SMP Bina Bersaudara 1 Medan on using Simple Past Tense in Writing Recount Text.
3. The major reason of the students' difficulties on using Simple Past Tense in Writing Recount Text was in changing Verb<sup>1</sup> into Verb<sup>2</sup> form, and weakness of Vocabulary.

## SUGGESTION

Based on the research findings, the researcher would like suggest the following:

1. The teachers should give more explanation about Simple Past Tense because it is very important in writing recount text. They have to teach the students when the time to use it and the most important thing is the form of regular and irregular verb.
2. The teacher has to make the students aware of their mistake by letting them correct errors with partner. Besides, this will make students find out their own mistake. This also will motivate them in teaching learning process by doing it in pair.

3. The students need to do more exercise in writing recount text and find the new vocabulary, in order they get used to write it well.

The students have to pay more attention to some aspects that are difficult for them in writing. After knowing their mistake, the students

should be able to learn from it, so they will not do the same mistake.

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