



**STUDENT'S ERRORS IN WRITING RECOUNT TEXT BY USING SIMPLE PAST
TENSE AT THE THIRD GRADE STUDENTS OF SMU NEGERI I SERDANG
BEDAGAI**

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Abstract

The purpose of this research is to explain the types of grammatical errors made by the students in writing recount text, to explain what the causes of errors (omission, addition, misinformation, misordering) that students often do in writing recount text by using simple Past tense, to explain how to overcome the errors (omission, addition, misinformation, misordering) that students often do in the process of learning to write recount text by using simple past tense. This research used a qualitative design because this study deals with the data in form of numbers, and also to describe their past experiences in linguistic expression's error that made by students. The place of research was at third grade students of SMU Negeri I Serdang Bedagai . The Population of the students are 56 students so that the researcher take the sample of the students are 28 which consist of boys and girls. In this case, the writer intended the specific data is the result of student error analysis in the use of simple past tense in writing recount text. The writer found a lot of errors in using the simple past tense in students' recount writing, and then the writer made the classifying of the students' error. After analyzing all the text, there were some findings that explained : the students made errors while they were learning about writing a recount text by using simple past tense. The errors divided into 4 errors they are : omission, addition, misinformation, and misordering. Based on the description of data analysis, there are 151 total number of errors that the third grade students of SMU Negeri I Serdang Bedagai already made, such as: 5 or (3,31%) omission errors which is made by the students, 91 or (60,26%) errors in addition, 51 or (33,77%) errors in misinformation and the last is 4 or (2,64%) errors in misordering. The writer concluded that the type of grammatical error done by the students is Simple Past Tense. It occurred because of lack of understanding of students of simple past tense itself.

Key Words : Student,s Errors, Recounttext, Past Tense

I. INTRODUCTION

One of the tools that humans use as a medium of communication between one to another is by using Language. Language is an idea of a person that can be poured in the form of words or sentences. In today's modern era, humans must be able to master the language well in order to achieve the purpose to be conveyed to other human beings. In this case, the language intended to be well controlled is English. English is a foreign language for the Indonesian people. English itself has been known even studied by the Indonesian people since the colonial period in the past. In English there are four types of skills, such as : listening, speaking, reading, and writing. If people are able to master these four types of skills properly and correctly, it will be impossible people can master English very well. In this case, Writing is the main focus to be discussed more deeply. In these four types of skill the writer finds that writing is the hardest amongst the others. The idea is supported by (Langan, Jhon 2009) states that “The act of writing is difficult to do, that even an experienced writer will find it hard to just labor one paragraph, because it demands many ideas and research before the writing is begun”. This fact is also supported by (Gorel and Laird 2009) that states: “ Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. A writer produces words, sentences, paragraphs, and extended compositions all at the same time ; words must be spelled, sentence punctuated and paragraph unified”. Error in learning the language is a common thing, especially if that is learned is a foreign language that is English. (Dulay 2003: 56) stated that making error is an inevitable part of learning. People can not learn language without first systematically committing errors. Errors 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. Simple past tense is the part of tenses that an events had occurred(past). Tense is said to was simple because simple past tense just want to provide information about a job that has occurred in the past without want to show that his job was being perpetrated. The time of occurrence (yesterday, two days ago, last year) or time line(for two month, daytime, for one hour) can be specifically mentioned.

Past Tense is the form a verb takes to show the time it happened. (Bety 2000 : 27) stated that simple past indicates an activity or situation began and ended at the particular time in the past. Tenses that will be focused by the writer in this case, is simple past tense. Simple past tense is an event that happened in the past. Discovery of errors in the use of simple past tense above will be linked and implemented by the writer with one type of text that the writer will discuss, namely recount text.

Based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*) School-Based Curriculum that mentions in SK (*Standar Kompetensi*) Competence Standard and KD (*Kompetensi Dasar*) Basic Competence that there are five kinds of writing texts to learn in Secondary School, namely: Narrative, Recount, Procedure, Descriptive, and Report Text. One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time, it differs from narrative text which the climax and the resolution of problem must be created in the story. Recount text is one type of text that contains stories or events that have occurred in the past, and the story comes from the life or personal experience of a person. One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time, it different from narrative text which the climax and the resolution of problem must be created in the story. Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Due to the events they already went through smoothly, so they don't need to struggle on how to make it happen, and it could have motivated them in writing. In fact, most of them considered writing as a burden because of some reasons related in using the proper lexical and grammatical rules. Therefore, the writer decided to choose recount text as students' writing activity in this research.

The Writer interest with this title because the Writer found some errors that the students often used when they wrote a story about past tense in writing recount text. Based on the description above, the writer decides to analyze the use of simple past tense in writing recount text, the writer wants to analyze how can the errors made by students in the use of simple past tense in writing recount text, and provide solutions to the students how to use simple past tense well, especially in writing recount text.

The researcher takes some relevant studies to support this study. There are two relevant studies that the writer takes about error analysis. The first relevant study was written by Siti Bayinah (2013), she analysed the grammatical error analysis on using simple past tense in writing recount text at the eight grade. The second relevant study was written by Ruminah Rambe (2015), she analyzed an error analysis of coding past experiences in linguistic expression in recount text at the twelfth grade. She found the highest percentage is 23.90% in capitalization and she said that most of her students made error in capitalization.

A lot of people still often make mistakes in understanding the differences in meaning of "error and" mistake ", someone out there still thinking that the meaning of "error" and "mistake" are same, but if people learnt it more deeply, in Linguistics, "Error" and "Mistake" according to the experts have very different meanings. (Dulay 2003:56) hints that, Making error is an inevitable part of learning. People can not learn language without first systematically committing errors. (Brown 2012) also states that, Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information. It means that making Mistakes and Error is naturally happened for learner because it is a part of learning in language acquisition.

The Causes of Error

John Norrish (2009:46) exposes three causes of errors:

- a. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- b. First language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped' towards those of the language he was learning.
- c. Translation: Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

It can be highlighted that (Norrish 2009) divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

The Types of Errors

The Types of Error According Norish (2009 : 46) there are some types of errors :

(1) Errors of Omission

Errors of omission is the missing of some elements which should exist. Omission errors are characterized the absence of an item that must appear in a well formed-utterance although any morphemes or word in the sentences 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).

(2) Errors of Addition

Errors 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. 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

Errors 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, 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

Errors 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 morpheme 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)

Writing

Writing is one of the most commonly highlighted skills by anyone who wants to make writing as a theme or topic in a study, especially in learning English. According to the writer, writing is one of activity that is very fun, because people, who act as writers can pour our ideas or thought through writing. Writing has no boundaries, but in essence, writing must also have

information in it and may also be meaningful to those who read it (reader). Writing is an important skill to communicate to others which uses a conventional graphic system to convey the message to the reader. (Byrne 1988) states that writing is a process of communication that uses graphic symbols that is, letter or combination of letters which related to the sound we make when we speak. The symbols have to be arranged according to certain convention, to form words and words have to be arranged to form sentences.

Recount Text

Recount Text is the 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 text that do little more than sequences a series of events (Knapp: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 (in Donni Ramli (2013:17) stated that"recount writing is a type of genre telling and informing the past activities. It is not a fictions writing but factual writing" . in other words, recount text is writing text type which retells the past event chronologically. The purpose of the recount text is to describe what happened in the past time through sequences of the event to the reader.

The Simple Past Tense

Past Tense is the form a verb takes to show the time it happened. (Bety 2000 : 27) stated that simple past indicates an activity or situation began and ended at the particular time in the past. Tenses that will be focused by the writer in this case, is simple past tense. Simple past tense is an event that happened in the past. Simple Past Tense is one of the types from sixteen tenses in general that we had already known. The structure are : Simple Past Tense With Verb. For examples : I *cooked* a fried rice yesterday, She *played* a doll in the classroom. Simple Past Tense Without Verb or with To Be. For examples : The boys *were* handsome and the girl *was* pretty. She *was* very pretty in the prom night party last week. In the certain verbs, there are also changes in the verbs; they are called "irregular verbs". "An irregular verb, by contrast, is one where the shape of at least one inflectional form has to be specified for the particular verb." The dictionary helps to find the irregular verbs because the form of the verbs can't be predicted.

II.METHODOLOGY

Method and Research Design

This research used a qualitative design because this study deals with the data in form of words, and also to describe their past experiences in linguistic expression's error that made by students. According to (Strauss and Corbin 2003 : 23) qualitative research purposed as kinds of research that the result is not got through statistic procedure or another form arithmetic. This meant qualitative approach is chosen in this research, because the researcher did a research that based on her experience as a practice teacher and method of qualitative that can give detail more complex than quantitative research. Since this study purely describe what errors on the use of past tense in student's writing recount text and what the causes of errors were. The research concluded that descriptive research was been appropriate in this study.

Population and Sample

The population of this research are all the third students of SMU I Serdang Bedagai which amounts are 56 students, then the writer set the samples in this reseach. The samples are determined in this study are representative of the whole population, the researcher take the sample of the students are 28 which consist of boys and girls

Data Analysis

The writer processed the data that has been collected for several weeks using triangulation technique, that is the technique using of observation phase, interview, and documentation. Data analysis techniques used qualitative research include transcript of interview result, data reduction, analysis, data interpretation and triangulation.

Here the steps of techniques analysing data that the writer will use of :

1. Data Reduction

Data reduction is summarizing, choosing the essentials, focus on the things that are important, sought the theme and pattern. Thus the reduced data will give that picture more clear, and make it easier for researchers to collect the next data while the researcher do the research in SMU I Serdang Bedagai, and look for it when necessary.

2. Data Display

In qualitative research, the presentation will be done in the form of short description, chart, and so on. Displaying data is expected to make it easier for researchers to plan for further work. The display of this data done after the data in the reduction first.

3. Conclusion Drawing / Verification

The third step in analyzing qualitative data is interesting conclusion and verification of data. Initial conclusion is temporary, and will change if no evidence is found strong support in the next data collection phase. However, if the conclusions raised in the early stages, supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion put forward is a credible conclusion.

RESULT AND DISCUSSION

Table 4.1. The Result of Data Analysis of the Students Errors

No	Names	Types Of Errors			
		Omission	Addition	Misinformation	Misordering
1	AD	-	-	3	1
2	ABL	-	2	-	-
3	AS	-	8	2	-
4	AW	-	11	1	-
5	ADS	-	3	5	-
6	AP	-	3	-	-
7	DK	1	2	3	-
8	DMS	-	1	4	-
9	DAM	-	5	2	-
10	EO	-	-	1	-
11	IR	-	9	5	-
12	KT	2	-	8	2
13	MA	-	3	1	-
14	MAR	-	9	4	-
15	MP	-	2	-	-
16	MN	-	1	-	-
17	NA	1	2	2	1
18	NF	-	3	1	-
19	NS	-	3	-	-

20	QH	0	0	0	0
21	RM	0	0	0	0
22	RA	0	0	0	0
23	RS	0	0	0	0
24	RDS	-	11	-	-
25	RF	1	9	4	-
26	SL	0	0	0	0
27	UJ	-	3	5	-
28	YG	-	1	1	-
	JUMLAH = 151	5	91	51	4

The Description of Data Analysis in Students Learning Errors

After identifying the data, the writer analyzed the errors and classified them to know whether these errors involve in omission, addition, misinformation, or disordering.

1. The Error of Omission

There are only 5 errors of omission that made by the students at the third grade of SMU I Serdang Bedagai . If the writer made it into percentage form, it would be about 3,31% errors that students already made in omission , the learner should be aware of the change of verb form in simple past tense, and to be (was/were) in simple past tense correctly.

2. The Error of Addition

There are 91 errors of addition that made by the students in third grade of SMU I Serdang Bedagai . If the writer made it into percentage form, it would be about 60,26% errors that students already made in addition , this is the highest errors of all types of errors. The learner should be aware of the change of verb form in simple past tense, regular and iredular forms in simple past tense correctly

3. The Error of Misinformation

There are 51 errors of misinformation that made by the students in the third grade of SMU I Serdang Bedagai . If the writer made it into percentage form, it would be about 33,77% errors that students already made in misinformation , the learner should be aware of the real meaning of word or sentences in English correctly.

4. The Error of Misordering

There are only 4 errors of misordering that made by the students in the third grade SMU I Serdang Bedagai. If the writer made it into percentage form, it would be about 2,64% errors that students already made in misordering , this is the lowest errors of all types of errors. The learner should be aware in the ordering of a good sentence in a paragraph, especially English.

III. DISCUSSION

If the purpose of the error analysis is to analyze and describe errors in language, it is important to evaluate those errors. The errors referred to in this case are Omission, Addition, Misinformation and Misorderng. Some errors can be considered more serious than others because they could hinder the meaning of the communication. In this research, the writer has seen that the caused of errors that students have done was because of the lack of Grammatical knowledge in English. This can be overcome by teaching students about Grammatical rules by training students through their writing activity. If students are taught to write intensively, then by itself students are able to correct the errors that they already made by adjusting the existing word or sentences pattern based on the language and writing procedures in English. Writing activities can also enrich the vocabulary of students in English. From the interview that the writer have done, one of the most common mistakes made by students is the inability of students to change the verb in simple past tense, the verb used in recount text must be in the second form (verb-2), this is also due to the inability of the students in distinguishing between " Present "and" Past ". Based on the errors made by the third grade of SMU I Serdang Bedagai, the writer classify these errors into four parts based on the theory used. There are Omission, Addition, Misinformation, and Misordering.

The data of her research showed that the total number of errors is 151. Consist of Omission (5), Addition (91), Misinformation (51) and Misordering (4). The highest errors is Addition and the lowest error is Misordering.

To reduce students' errors in using simple past tense, teachers should be more often to train students to practice writing sentences or paragraphs by using simple past tense, and the teachers must to train the students to increase their vocabulary by memorizing the second verb form (verb-2) in simple past tense.

IV.CONCLUSION

The writer concluded that the type of grammatical error done by the students is Simple Past Tense. It occurred because of lack of understanding of students of simple past tense itself. The writer can say such things because the writer has obtained the results of student learning by the third grade SMU 1 Serdang Bedagai through the writer's research of an "Students' errors of using simple past tense in writing recount text". The recount text is an event that happened in the past, but there are still many mistakes made by students in using simple past tense in writing recount text. From the interview that the writer has done, one of the most common mistakes made by students is the inability of students to change the verb in simple past tense, the verb used in recount text must be in the second form (verb-2), this is also due to the inability of the students in distinguishing between present and past tenses. Based on the errors made by the third grade SMU 1 Serdang Bedagai, the writer classifies these errors into four parts based on the theory used. There are Omission, Addition, Misinformation, and Misordering. The data of her research showed that the total number of errors is 151. Consist of Omission (5), Addition (91), Misinformation (51) and Misordering (4). The highest errors is Addition and the lowest error is Misordering. Based on the description of data analysis, there are 151 total number of errors that students of the third grade of SMU Serdang Bedagai already made, such as: 5 or (3,31%) omission errors which is made by the students, 91 or (60,26%) errors in addition, 51 or (33,77%) errors in misinformation and the last is 4 or (2,64%) errors in misordering. To reduce students errors in using simple past tense, teachers should be more often to train students to practice writing sentences or paragraphs by using simple past tense, and the teachers must to train the students to increase their vocabulary by memorizing the second verb form (verb-2) in simple past tense.

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