

**THE SIGNIFICANT DIFFERENCES OF ERRORS MADE BY
STUDENTS BETWEEN FIRST, SECOND, AND THIRD GRADES IN
USING PAST-TENSE FORMS IN WRITING A RECOUNT TEXT: A
CROSS-SECTIONAL STUDY AT MAN 02 JEMBER IN THE
ACADEMIC YEAR 2020/2021**

**Novia Sanza
1910231034**

Advisor 1: Dr. Hanafi, M.Pd

Advisor 2: Muhlisin Rasuki M.Pd, MA, Ph. D

English Language Education Program
Faculty of Teacher Training and Education
University of Muhammadiyah Jember
Jl. Karimata No. 49

Sanzanovia961130@gmail.com

Abstract

Simple past tense is the most important aspect the students have to be master when they studying English in writing recount text. However, the researcher finds many errors of past tense as one of the problems that the students face in writing recount text. Therefore, it is important to do a research entitled "Students' Errors in Using Past-tense Forms in Writing a Recount Text: A Cross-sectional Study". In this research, the question is "Are there any common errors made by students in the use past tense in writing a recount text based on how long they studied English?" and the objective of this research is to know whether years of formal English language instruction affected students' abilities in using past tense forms accurately. Based on the research question and the relevant theory, the hypothesis of this research is describes as follows: the years of formal English language instruction affected students' abilities in using past tense forms accurately. The design of this research is a cross-sectional study. The research subject is X, XI, XII class consisting of 45 students. The data are collected via WhatsApp and the instrument used is a written test. In order to analyze the data students' errors in using past tense, calculating the proportion of the students' test scores is used. The result of written test in using past-tense forms in writing a recount text there are no significant differences in errors made by students between first, second, and third grades. The analysis result it shows that the significance value between classes for regular (0.896) and irregular (0.189) < 0.05. The f value of regular (0.111) and irregular (1.732). Based on the research result, it can be concluded that there are no significant differences in errors made by students between first, second, and third grades and the years of formal English language instruction are not affected for students' abilities in using past-tense forms accurately.

Key Word: Past-tense Forms, Recount Text

English is one of the important since it has become an international language which used as a second language (L2) to deliver thoughts, learn and interact in variety situation. However, in Indonesia English as a foreign language that taught and learnt in school from primary until college. There are four skill in English language teaching, those are; listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. One of the important of those skills that have to be mastered by students is writing, because through writing students can express their own mind, ideas, and feelings in written language. Writing is different with speaking and another receptive skill. According to Tarigan, et.al (2019: 190) mention that writing is one of the most complicated skill to be mastered, does not only need lots of vocabulary in arranging paragraph, but also grammatically correct in order to be comprehensible besides other writing rules. Moreover, in process of writing is that it takes time or can take up to much time. Those statement is supported by Harmer (2004: 31) stated that writing is often not time-bound in the way conversation is.

Based on curriculum 2013, in the Senior High School the students are supposed to be able to write several types of genres, one of them is recount text. Recount text is a kind of text which retells past events. Recount text are generally based on the direct experience of the author, but it may also be imaginative or outside the author's experience (Haris, et.al, 2014: 56). In addition, according to Ningrum, et.al (2013: 02) stated that the purpose of the recount text is to inform or to entertain the

audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved. Related to the purpose of telling the past event, past tense must be utilized in recount text.

There are many problems that students face in writing recount text, such as generic structure, vocabulary, and grammar especially in using past tense. Based on the phenomena when the researcher had Pengenalan Lapang Persekolahan (PLP)/teaching practice. The researcher found that the students got difficulties in writing recount text. First, the students had ideas on what they were going to write, however they did not know how to put them into a good sentence. Second, they were lack of vocabulary and mistakes in spelling in their writing. Third, they made many grammatical errors in writing recount text. Since the students had grammatical error, the students could not produce a good text. Therefore, it can be conclude that the students who did not understand grammar would not be able to produce a good text. For example, the students were asked to write a recount text, but the students did not understand about simple past tense, they surely could not be able to produce a good recount text.

Knowing the fact, based on the student's problems, the researcher was interested to conduct the research which is purposed to know about students' errors in the use past tense in writing recount text in terms of how long they studied English by students at MAN 2 Jember. According to

Dulay (in Geraldine, 2018: 97) mention that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. It means that error in speaking or writing made by the students, and they cannot correct their mistake by themselves, they need help other to solve their problem. The researcher focuses on errors in using past tense in writing recount texts assignments as the main data. This research is limited to a data source by forty-five students of first, second, and third grade. In the same time, it focuses on the errors made by students in writing recount text especially for regular and irregular verb.

Method

In this research, the researcher applied quantitative research to find the common errors made by students in the use of past tense in writing recount text in terms of how long they studied English by students at MAN 2 Jember in the academic year of 2020/2021. This research conducted using figures and statistical processing (Sukmadinata, 2008: 53).

The common errors made by students in the use of past tense in writing recount text in this research focus on the use of regular and irregular verbs. How long the students studied English in this research means that they were differentiated into first, second, and third grades at Senior High School. In this way, the research presents independent and dependent variables. The independent variable in this research is first, second, and third grades at MAN 2 Jember, and the dependent variable in this study is

the ability to use past tense in writing recount text.

In this research, the researcher applied a cross-sectional design to do show bay way of collecting data many different individuals at a single point in time and observed the variables without influencing them (Wang and Cheng, 2020: 65).

The factors that make the researcher use this design, are; First, this research focuses to know whether years of formal English language instruction affected students' abilities in using past-tense forms accurately is limited to a data source by forty-five students of first, second, and third grade. At the same time, it focuses on the errors made by students in writing recount text, especially for regular and irregular verbs. Furthermore, Wang and Cheng (2020: 67) mentioned that the strength of the cross-sectional design is that they are relatively quick and inexpensive to conduct, no ethical difficulties, data on all variables are only collected at one time point and multiple outcomes and exposures can be studied.

The setting of this research will be conduct at MAN 2 Jember. In this research, the researcher used a research subject, a subject is defined as an individual who participated in the research study or someone from whom data are collected. The subjects of this research are forty-five students of first, second, and third grade. In addition, each class is about fifteen students in the academic year of 2020/2021.

a. Population

According to Sugiyono (2007: 117) stated that population is a generalization region consisting of object or subjects that have certain qualities and characteristics set

by the researchers to be studied and then drawn conclusions. It means that population is the whole subject of the research. In this research, the researcher will take population from students' of MAN 2 Jember in the academic year of 2020/2021.

b. Sample

Based to Sugiyono (2007: 118) stated that sample is a part of the number and the characteristics of the population and the sample taken must be representative. In this research, the researcher used samples from three classes. There are forty-five (divided into fifteen students per class) by students of first, second, and third grades (X IPA 5, XI IPS 1, and XII IPS 3) at MAN 2 Jember.

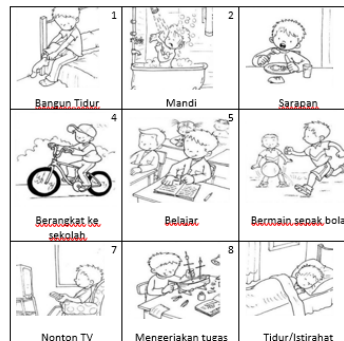
Technique of sampling is a technique to get sample. To determine the sample to be use in the research, there are various sampling techniques used.

Since this research will be conduct during the COVID-19 pandemic, to make it efficient, and easier to get the data for this research, the researcher used the convenience sampling technique to chosen the sample because this method collects data from a conveniently available pool of respondents.

According to Arikunto (2006: 36) stated that an instrument is a tool used by a researcher in using a method. The instrument is use to collect data and divided into two kinds. There are test and non-test. In this research, the researcher applied a written test. In the test sheets, the researcher gives nine pictures about daily activities and provide instruction to do the test according to the order of the picture and starting from the words of "one day", and not be limited in making paragraph. The instruction of the

test sheets uses Indonesian to make sure students understand them.

Picture 3.1 Example of Test Sheet



Tuliskan cerita berdasarkan gambar di atas. Mulailah dengan kata *One day* ! . . .

Since this research will be conducted during the COVID-19 pandemic, the data for this research will be collected via WhatsApp group with forty-five students of first, second, and third grade. The steps of collecting the data are as follow:

1. Contacting the teacher
2. Administering a writing test
3. Coding students' test results
4. Calculating the proportion of the students' test scores

Data analysis is an important part of this research because by using this method, the researcher can conclude the result of this research. In this research, the researcher will be analyzed the data using one-way multivariate analysis of variance (MANOVA). This method to analyze the proportion of the data from students' errors in the regular and irregular verb and to know whether the number error of three independent variables (students of first, second, and third grade) differ in their effects on the two dependent variables

(regular and irregular verb). Furthermore, to make sure that this statistical analysis is appropriate to be use for analyzing the data, a series of Kolmogorov-Smirnov test and Levene's tests will be performed to examine the normality and homogeneity of the data.

Results and Discussion

The data of students' errors in using past-tense forms in writing a recount text by students at MAN 2 Jember in the academic year of 2020/2021 was collected by a written test. The test was conducted on 7th February 2021.

The test was carried out with the aim to know the errors made by students in the use past tense in writing recount text especially for regular and irregular verb in terms of how long they studied English. This research is a cross-sectional study because the research collecting the data from many different individual at a single point in time and observed the variables without influence them.

The researcher conducted this research at MAN 2 Jember and take the population by forty five students of first, second, and third grade. Furthermore, because this research conducted during the COVID-19 pandemic, the researcher used a sampling technique with convenience sampling technique. It is appropriate in this situation because this method is collects data from a conveniently available pool of respondents. The researcher collects fifteen available students for each class. Then, given written test for them at a single point in time and the researcher given fifteen minutes to minimized cheating on the test. After the test is done, the researcher coding

students' test results. At last, the researcher calculated the proportion of the students' test scores. The result of the proportion of the students' test scores between the first, second, and third grade of written test can be seen in table appendix 1.

The research question of this study is to know are there any common errors made by students in the use past tense in writing a recount text based on how long they studied English. To know the answer of this research question the data normality test was conducted to determine whether the data to be processed was normally distributed or not. The data tested is the result of the proportion of the students' test scores. The method of the test of the normality of the data by SPSS 25 is using the Kolmogorov-Smirnov. Data is said to be approximately distributed if the Sig. obtained from the calculation is greater than 0.05. The result of the normality test can be seen in table 4.1.

Table 4.1: Kolmogorov-Smirnov Test of Normality

Kolmogorov-Smirnov		
Var. Dependent	Var. Independent	Sig.
Regular	First grade	0.021
	Second grade	0.200
	Third grade	0.200
Irregular	First grade	0.042
	Second grade	0.020
	Third grade	0.088

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 4.1, it can be concluded that the data of two dependent variables (regular and irregular verbs) were found not approximately distributed. This conclusion can be taken by looking at the significant value of the Kolmogorov-Smirnov test where the significant result of the regular and irregular verb for first and second grade is <0.05 . It shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. These results indicate that the data can not be processed. Therefore, data transformation is required.

Data transformation is a process to change the data from the actual variable into

Kolmogorov-Smirnov		
Var. Dependent	Var. Independent	Sig.
TR_E_Regular	First grade	0.040
	Second grade	0.200
	Third grade	0.200
TR_E_Irregular	First grade	0.064
	Second grade	0.088
	Third grade	0.200

a certain value conversion scale so that the data can be approximately distributed.

Table 4.2: Kolmogorov-Smirnov Test of Normality (Using Transformation Data)

From table 4.2, it can be concluded that the data of two dependent variables (regular and irregular verbs) were found >0.05 . It shows that the null hypothesis (H_0) is accepted and the alternative hypothesis

(H_a) is rejected. The result of the normality test using transformation data can be seen in table 4.2.

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction.

Homogeneity testing is conducted to know whether the transformed/ correct data have a homogeneous variance or not. To know the homogeneity, the researcher used the test of homogeneity by Levene's test with SPSS.25. Data is said to be homogeneous variance if the Sig. obtained from the calculation is greater than 0.05. The result of the normality test can be seen in table 4.4.

Table 4.3: Test of Homogeneity of Variances

	Levene Statistic	df 1	df 2	Sig.
Regular	0.919	2	42	0.407
Irregular	0.092	2	42	0.912

Based on the table above the result of the test is homogenous. This conclusion can be taken by looking at the significant value of Levene's test that the significant result of the regular and irregular verb >0.05 . It shows that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected and means that data is ready to be analyzed using one-way multivariate analysis of variance (MANOVA).

Based on the number of independent variable on this research, the MANOVA test

was used to determine whether years of formal English language instruction affected students' abilities in using past-tense forms accurately, and to know whether the error of the independent variables (years of formal English language instruction) differ in their effects on the two dependent variables (regular and irregular verb). Data is said to be different (between first, second, and third grades) if the Sig. obtained from the calculation is less than 0.05. The result of the normality test can be seen in table 4.4.

Table 4.4: Tests of Between-Subjects Effects

Source	Dependent Variable	Sig.	F
Class	TR_E_Regular	.896	.111
	TR_E_Irregular	.189	1.732

Table 4.4 shows the results of the Multivariate significance test. Analysis result it shows that the significance value between classes for regular and irregular verb >0.05 . This shows that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected and we conclude that there are no significant differences in the number of errors made by students between first, second, and third grades in using past tense forms accurately in writing recount text.

Based on the result of the research, it can be summed up that the students of first, second, and third grades at MAN 2 Jember there is no significant differences in the number of errors in using past tense forms accurately in

writing recount text, especially for regular and irregular verbs. Although the students had been taught about grammar before, they might be still confused in using grammar particularly in the use of regular and irregular verbs. The number of errors made by the students in terms of the use of regular and irregular verb suggests that the students need to do more work on those crucial grammatical concepts and there is no significant difference in using past tense forms accurately in writing recount text on how long they studied English suggests it happened possibly because the researcher used an open test instrument, thus enabling first, second, and third grades to bring out their abilities.

Research shows that the students cannot use past tense forms accurately in writing recount text. It is important because when the students writing recount text but the students cannot use past tense forms accurately, they surely could not be able to produce a good sentence in writing recount text. This is different from the theoretical hypothesis which states that "There are significant differences in the number of errors made by students between first, second, and third grades in using past tense forms accurately in writing recount text" means that students can use past tense forms accurately in writing recount text. It can be concluded that the theoretical hypothesis cannot be supported in the data result because learning grammar is instability. It supported by S. Pit Corder (1981) stated that the process of students in learning is fluctuation.

Another statement by educators, researchers, and authors, George Hillocks

and Michael Smith (1991), is used frequently to support the view that teaching grammar in a class session dedicated to grammar alone is a waste of time. In their book, "Grammar and Usage" they stated that research over a period of nearly 90 years has consistently shown that the teaching of school grammar has little or no effect on students. Furthermore, according to Rei R. Noguchi (1991) on "Grammar and the Teaching of Writing" stated that we need to teach not so much rules of grammar but principles of writing. It means that teaching grammar as grammar is not helpful and takes up classroom time that could be better spent reading and writing.

Another problem is that the teacher find difficulties in improving their students writing skill. Tarigan and Tarigan (1986) state that the teacher must avoid routine, monotonous and non variation teaching technique. Sometimes, there are many teachers who teach with monotonous teaching technique without variation, such as giving explanation all the time, asking the students to memorize the tenses and answer the questions given. Later on, this condition makes the students lost their interest and motivation to study English grammar. Based on that experience, the English teachers need an overview of language development in terms of formal learning in the school and evaluation to know the implementation of the teaching and learning process so far has an impact or not on students writing skill. Based on the result of data analysis by using One-Way Multivariate Analysis of Variance Test, the result of the tests of Between-Subjects Effects for regular and irregular verbs higher than > 0.05 , (regular;

$0.896 > 0.05$) and (irregular; $0.189 > 0.05$). It shows that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. In other words, the implementation of the teaching and learning process so far is not give an impact on students writing skills especially in using past tense.

However, in another side, in this research in written test the students get a lot of errors, but it does not rule out that when the multiple-choice test students get a little error. It can happen because the bulk of language acquisition is implicit learning from usage. Most knowledge is tacit knowledge; most learning is implicit; the vast majority of our cognitive processing is unconscious (Ellis, 2005). It means that when students are faced with multiple choices, students will choose an answer based on feelings or students may understand the correct answer but cannot provide an explanation. It would be better for further research that will compare the number of errors made by students' written test and multiple-choice in using past tense in writing recount text.

Conclusion

Based on the result of the data analysis and the explanation in the previous chapter, it is clear that there are no significant differences in the number of errors made by students between first, second, and third grades in the use of past tense forms accurately in writing a recount text. This happened possibly because the researcher used an open test instrument, thus enabling first, second, and third grades to bring out their abilities. However, in this

research, it is only seen the number of errors.

References

Ansell, M. (2000). *English Grammar: Explanations and Exercises*. Second Edition. Retrieved from: <https://kisi.deu.edu.tr/binnur.kavлак/ilgilize/belgeler/FreeEnglishGrammar.pdf>

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT Rineka Cipta

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy*. Second edition. New York: Addison Wesley Longman

_____. (2007). *Principles of Language Learning and Teaching*. 5th Edition. New York; Pearson Education. Page: 258.

Corder, S. Pit. (1981). *Error Analysis and Interlanguage*. London: Oxford University. Retrieved from: <https://aplii.oxfordjournals.org/content/5/1/68.full.pdf>.

Geraldine, V. (2018). *Error Analysis On The Use Of Conjunction In Students' Writing Recount Text At Vocational State School 41 Jakarta*. Journal of Language and Literature, Vol. 6 No. 2. Retrieved From: <http://garuda.ristekbrin.go.id/documents/detail/1502837>

Harmer, J. (2004). *How to Teach Writing*. Essex: Longman Group. Ltd. Retrieved from:

<https://www.pdfdrive.com/how-to-teach-writing-d168589443.html>

_____. (2007). *The Practice of English Language Teaching*. Cambridge: Longman. Retrieved from: https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf

Harris, A., Mohd, A., Desmawati, R. (2014). *An Analysis Of Students' Difficulties In Writing Recount Text At Tenth Grade Of Sma N 1 Sungai Limau*. Journal English Language Teaching (ELT) Vol. 2 No. 1.

Hamzah. (2012). *An Analysis Of The Written Grammatical Errors Produced By Freshment Students In English Writing*. Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa. Vol 6, No 1. Page: 17-23. Retrieved from: <http://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/3127/2627>

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Retrieved from: https://books.google.co.id/books?id=6VP1slspP7oC&pg=PA68&dq=regular+verb+and+irregular+verb+Knapp+and+Watkins+2005&hl=id&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEWjprt3z6unvAhV0gUsFHRQ-BOAQ6wEwAHoECAIQAAQ

Langan, J. (2006). *English Skills*. New York: McGraw-Hill. Page: 12. Retrieved from: http://opac.dpr.go.id/catalog/index.php?p=show_detail&id=20329

Ningrum, V., Ferry, R., Hastini. (2013). *Improving Writing Skill in Writing Recount Text through Diary Writing*. E-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1, ISSN 2331-1841. Retrieved from: <http://garuda.ristekbrin.go.id/documents/detail/1319718>

Pradita, et.al. (2020). *Learning Simple Past Tense in Context*. Sleman: CV Budi Utama. Retrieved from: https://books.google.co.id/books?id=A6bXDwAAQBAJ&pg=PA1&dq=generic+structure+of+recount+text&hl=id&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjx0MWilOnvAhWDSH0KHV8bAVYQ6AEwBHoECAQQAg

Sukmadinata, N.S. (2008). *Metode Penelitian Pendidikan*. Bandung : Remaja Rosdakarya.

Sugiyono. (2007). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung : Alfabeta.

Tarigan., et.al. (2019). *Grammatical Errors On Students' Writing Recount Text*. Linguistic, English Education and Art (LEEA) Journal Vol. 3 No. 1, ISSN :2597-3819. Retrieved from: <http://garuda.ristekbrin.go.id/documents/detail/1483766>

Wang, X. & Cheng, Z. (2020). *Cross-Sectional Studies Strengths, Weaknesses, and Recommendations*. CHEST Journal. Vol 158. No 1. Retrieved from: [https://journal.chestnet.org/article/S0012-3692\(20\)30462-1/fulltext](https://journal.chestnet.org/article/S0012-3692(20)30462-1/fulltext)