AN ERROR ANALYSIS ON SIMPLE PAST TENSE IN WRITING AT SMA MUHAMMADIYAH 3 JEMBER IN 2019/2020 ACADEMIC YEAR

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Abstract

Grammar is a foundation to construct acceptable sentence especially in written communication but grammar in writing is difficult to master by EFL students. The main language feature of recount text is simple past but the students are still having errors in constructing simple past tense. Therefore, it is needed to conduct an investigation entitled "An Error Analysis on Students' Simple Past Tense in Writing at SMA Muhammadiyah 3 Jember in 2019/2020 Academic Year". The problems were (1) what are the types of errors? (2) what is the most dominant type of errors? (3) what are the causes of errors? This research was to find out (1) the types of errors, (2) the most dominant type of errors, (3) the causes of errors. The method was descriptive qualitative research method. The subjects were the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 Academic Year and comprised of 19 students. The instrument was writing recount text. During pandemic of Covid-19, the data collection was conducted through Whatapps media. The errors classification was Surface Strategy Taxonomy. The first rank was misformation with 57 errors. The second rank was omission with 55 errors. The third rank was addition with 28 errors. The fourth rank was misordering with 12 errors. The most dominant type of error was misformation errors that become students' problem in learning simple past tense in writing recount text. The two sources of errors that cause simple past tense errors were interlingual transfer with 67 errors and intralingual transfer with 85 errors.

Key Words: *Error Analysis, Writing, Recount Text*

INTRODUCTION

Language has an essential role for human life as a communication tool that consists of systematic rules of symbols acquired and used by people. According to Harmer (2001, p.1), English is the one of language that has widely adopted for communication by speakers who have different native languages. Richard (2015, p18) states that the impact of important role of English worldwide makes English language teaching as a major educational priority. The influence of English as the global language is teaching English widely in the world. Now days, Teaching English as a foreign language in Indonesia follows curriculum 2013 that uses various genre of the texts such as descriptive text, narrative text or recount text as tools to carry out contextual social function that are manifested in communication through listening and reading, and composed texts through speaking and writing. This research focused on students' writing recount text that involves Basic Competence of 3.7 and 4.7 from syllabus of English subject for the tenth-grades students.

According to Nunan (2003, p.88), writing is a mental work to invent, express and organize idea into paragraphs.

According to Anderson & Anderson (2003) in Huzna and Multazim (2019, p.55), recount text is a text to retells past events orderly which something happened. According to English syllabus, the one of language features of recount text is simple past tense that essential to prepare to write recount text. Therefore, this research focused on simple past tense in recount text. According to Azar (2012, p.27), simple past tense indicates that an activity or situation began and ended at a particular time in the past. However, there were many students still made errors in implementing simple past tense in writing recount text.

Therefore, it was necessary to conduct an investigation on students' simple past tense errors in writing recount text. This research was formulated to find (1) the types of simple past tense errors in writing recount text, (2) the most dominant type of simple past tense errors in writing recount text, and (3) the causes of simple past tense errors in writing recount text. This research was hopefully can give benefit in upgrading information about students' simple past tense errors in writing recount text and provide contribution solution for teaching and learning simple past tense in writing recount text.

Corder (1981, p. 45) explains that error analysis is the branch of applied linguistic as methodology to investigate learners' language learning process to describe learner's knowledge of target language that involved teaching and learning process. This research used error classification by Deulay, Burt and Krashen consisted of omission errors, misformation errors, addition errors and misordering errors. Omission is removal of an item that must be place in sentence structure. Misformation is the using of incorrect sentence structure. Addition is appearing of an item that must not be present in sentence structure. Misordering is incorrect placement of an item in sentence structure (Dulay, Burt, and Krashen, 1982, p.154-155). The sources of errors that became causes of errors followed Brown theory, those are interlingual and intralingual transfer. Interlingual transfer happens because of the learners' first language influence. Intralingual transfer happens within the target language because of learners' progression of learning target language (Brown, 2007, p. 163-264).

METHOD

This research was to understand students' simple past tense errors in writing recount text. This research method was descriptive qualitative research method. Creswell (2012, p.16) states that an intent of qualitative research is to explore a problem and develop in-depth understanding of a central phenomenon as an idea studied in qualitative research. The research instruments are documents of senior high school students' in the form of recount text about personal experience of holiday. The area of this research was SMA Muhammadiyah 3 Jember. The subjects of this research were the tenth-grade students of Language Majoring in academic year 2019/2020 consists of 25 students. Due to pandemic of COVID19, data collection activity was carried out through Whatsapps media. The researcher provided instruction to class leader to inform class members to write recount text, take a picture of the text and submit it to the class leader or researcher Whatapps number.

Analyzing types of errors was by calculating percentage of each type of error using Preselect Category Approach based on Gulo's formula (Muhsin, 2016, p.84) as follows:

$$PI = \frac{Fi}{n} \text{ X } 100 \text{ \%}$$

Which:

Pi = proportion of frequency of errors

Fi = absolute frequency of a particular type of error

n = the total number of errors observed

(Muhsin, 2016, p.84)

The final step was identifying the degree of dominant error using the formulas as follows:

- Pi-P = (+), considered to be dominant.
- Pi-P = (-), considered to be less dominant.

Which:

Pi = proportion of frequency of error

P = average proportion of frequency of occurrence

(proportion as a whole (100%) : types of error observed)

P = 100% : 4 = 25%

The dominant errors will be considered as the students' problem.

(Muhsin, 2016, p.84)

RESULT AND DISCUSSION

The recount text analyzed were 19 texts because three students did not respond the message to submit the text and three texts were not checked because social functions were not related to the recount text but referred to descriptive texts that tell their daily activities.

The research findings on the types of students' simple past tense errors in writing recount was based on Surface Strategy Taxonomy by Deulay Burt and Krashen. The following table is data display of them.

Table 1. Types of Simple Past Tense Errors

No.	Types of Errors	Amount	Percentage (Pi)
1.	Misformation	57	38%
2.	Omission	55	36%
3.	Addition	28	18%
4.	Misordering	12	8%
	Total Amount	152	100%

From the data above, it can be seen that the total number of students' simple past tense errors was 152. The first rank was misformation with 57 errors. The second rank was omission with 55 errors. The third rank was addition with 28 errors. The fourth rank was misordering with 12 errors. The following is the explanation of them.

1. Misformation

Misformation errors are the use of wrong structure (Dulay, Burt, and Krashen, 1982, p.158). The following are the students' error sentence examples:

- Error Sentences
  a. We *leave* at 09 PM and arrived in Bali at 06 AM.
  b. It was the only theatre *at* my town.
  c. My best friend *is* one of the best students.
- Correct Sentences:
  a. We *left* at 09 PM and arrived in Bali at 06 AM.
  b. It was the only theatre *in* my town.
  c. My best friend *was* one of the best students.

2. Omission

According to Dulay, Burt, and Krashen (1982, p.154-155), omission errors are removal of an item that must be placed in a well form structure. The following are the students' error sentence examples:

- Error Sentences:
  a. In ^ afternoon, we saw the animals.
  b. We took ^ car to go there.
  c. I arrived there ^ nine o'clock the next day.
- Correct Sentences:
  a. In ^ afternoon, we saw the animals.
  b. We took ^ car to go there.
  c. I arrived there ^ nine o'clock the next day.

3. Addition

Addition errors are presence of certain words that do not have to be present in well form sentence structure (Dulay, Burt, and Krashen, 1982, p.156). The following are the students' error sentence examples:

- Error Sentences
  a. *But* when we finally got there, it was worth it.
  b. We went back *to* home in Jember.
  c. My brother and I *went* shared fried rice on the side road.

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- Correct Sentences:
  a. When we finally got there, it was worth it.
  b. We went back home in Jember.
  c. My brother and I shared fried rice on the side road.

4. Misordering

Misordering errors are the incorrect placement of morpheme or group of morphemes (Burt, Deulay and Krashen, 1982, p.162). The following are the students' error sentence examples.

- Error Sentences
  a. My family and I *in Jogja* went to my grandmother's home.
  b. *I and my family* went to Pangandaran beach for vacation.
  c. *After for 3 hours walking in the dark,* we could reach the top of for mountain.
- Correct Sentences
  a. My family and I went to my grandmother's home *in Jogja*.
  b. *My family and I* went to Pangandaran beach for vacation.
  c. *After walking* for 3 hours *in the dark,* we could reach the top of the mountain.

The data findings on the most dominant type of students' simple past tense error is displayed in following table.

Table 2. Degree of Dominant Error

No.	Types of Error	Amount	Percentage (Pi)	P	(Pi-P)
1.	Misformation	57	38%	25%	13%
2.	Omission	55	36%	25%	11%
3.	Addition	28	18%	25%	-7%
4.	Misordering	12	8%	25%	-17%
Total Amount		152	100%		

If the result of Pi-P was (+), it was considered to be dominant. If the result of Pi-P was (-), it was considered to be less dominant. From the data above, it can be seen that the most dominant type of simple past tense error in writing recount text was misformation errors with 57 errors and the percentage of dominant error was 13 %.

The data of simple past tense error in writing recount text were analyzed into two main sources of errors as follows:

1. Intralingual Transfer

Intralingual transfer is the major sources of errors. The students' target language knowledge was incomplete that affected to the using target language structure was not really well since they are still in progress of the target language learning. According to researchers Odlin (2003), Jasczolt (1995) and Taylor (1975) in Brown (2006, p.265) the early stages of language learning are characterized by a predominance of interlingual transfer, but once that learner has begun to acquire parts of the new system, more and more transfer generalization within the target language is manifested. They need lots of practice, motivation and strategies to teach using it.

The first rank of error that happened because of intralingual transfer was Misformation of Simple Past Tense *Be* and *Verb* with 27 errors. The students made misformation error in constructing simple past tense form with using present *verb* and *be*. It was supported by Safrida, and Kasim (2016, p.77), in their study, the students used the present forms instead of past form, as in the sentence *I know nothing* that must be *I knew nothing*. Those errors were because of the students overgeneralized simple past tense structure by using present *verb* and *be* that unsuitable with the correct situation and rule. Richard (1974) in Gayo and Widodo (2018, p.62), overgeneralization occurs when the students cannot use the rule of the target language correctly.

The second rank was Misformation of Preposition with 14 errors. The students made Misformation of Preposition that was due to lack of knowledge in understanding and using preposition. It is supported by Mariko (2007), Ting et al. (2010) and Hojati (2013) in Safrida and Kasim (2016, p.77), that they also found that preposition is a problem for EFL learners. It is regarded as intralingual interference because of the complexity of

the use of preposition. The students need to learn more in using prepositions.

2. Interlingual Transfer

Interlingual transfer was a source of students' target language errors which is influenced by their first language (Brown, 2007, p.263). According to Deulay, Burt and Krashen (1982, p.97), if the structure of the first language differed from the target language, error that reflected the structure of the first language would be produced. So, the structure of the native language tends to be transferred to the foreign language.

The first rank type of error that happened because of interlingual transfer was Omission of Article *the* with 15 errors. It was because of many languages have no article system so does Indonesian language (Kosasih, 2019, p.116). Students brought this idea to form sentence in English. The sentence *It was ^ memorable experience* meaning in Indonesian language is *Ini adalah pengalaman yang selalu diingat.* In English sentence, noun phrase *memorable experience* needs an article *a* but in Indonesian even without putting down an article the sentence is correct. Al-Khresheh (2010) in Kurniawan (2018, p.236), states that the interference of mother tongue occurred because the language user is too dependent on one language so that the language rules affects to the use of other languages.

The second rank was Omission of Article *a* with 12 errors. The students often made Misordering of Compound Subject with *I.* In English language, in forming compound subject involves *I,* subject *I* must come in the last position but in Indonesian language *I (Saya)* is put in the first position. In example sentence, *I and my family went to Pangandaran beach for vacation,* the student made misordering in forming compound subject that involves subject *I* with putting subject *I* in the first position. It is happened because in Indonesian language to form compound subject involves *I,* subject *I* always comes in the first position such as *Saya dan keluarga saya.*

It indicates that the students still used translation in forming compound subject with *I.* Al-Khresheh (2010) in Sijono and Aristo (2019, p.120), translation errors happen because a student translates his first language sentence into the target language word by word. Sometimes, it becomes wrong because the target language structure is different from the first language.

Third rank was Misordering of Compound Subject with *I* with 9 errors. The students often made Addition of Conjunction. Conjunction is a part of grammar that the function is to link two words, phrases or clauses that has relationship and same structure. The student made addition of conjunction with putting conjunction and in the beginning of the sentence. In sentence *And, that time our exam results were announced,* conjunction *and* is unnecessary to put at the beginning of the sentence because there is no other sentence that has relationship with the sentence. It is happened because in informal spoken of Indonesian language usually put the word *dan* in the beginning of the sentence without any relationship with other sentence. The students transferred the rule of using conjunction *and (dan)* in Indonesia language to English. Al-Khresheh (2010) in Sijono and Aristo (2019, p.120), transfer error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as in his native language.

The fourth rank was Addition of Preposition with 5 errors. For example, *We went to home.* The students made Addition of Preposition *to* before adverb *home. To* is kind of preposition that shows direction to object (noun). In example sentence, *we went to home,* the student put preposition *to* before *home.* However, preposition *to* does not need to put before the word *home* because the word *home* in this sentence is an adverb not as an object. In Indonesian language, this sentence became *Kita pergi ke rumah (pulang).* It indicated that the cause of this

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error was translation from the first language into target language. Al-Khresheh (2010) in Sijono and Aristo (2019, p.120), translation errors happen because a student translates his first language sentence into the target language word by word. The student brought the idea that *ke rumah* must be translated into English became *to home*.

CONCLUSIONS

Based on data finding and discussion presented in Chapter V, there are some conclusions can be drawn are the types of simple past tense errors in writing recount text produced by the tenth-grade students of Language Majoring at SMA Muhammadiyah 3 Jember in Academic Year 2019/2020 were misformation, omission, addition and misordering errors. The two sources that cause the students' simple past tense errors in writing recount text were interlingual and intralingual transfer but the most factor happened was intralingual transfer. The most dominant error that made by students was misformation errors especially Misformation of Simple Past Tense *Verb* and *Be* that become the problem of students' in learning simple past tense in writing recount text.

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