



## STUDENTS ABILITY IN ANALYSIS SIMPLE PAST TENSE ERRORS IN RECOUNT TEXT IN THE EIGHTH GRADE STUDENTS OF SMP NEGERI 15 PADANG

Immana Rizki<sup>2</sup> and Dian Safitri<sup>2</sup>

<sup>12</sup>Universitas Negeri Padang

Correspondence Email : [immanarizki057@gmail.com](mailto:immanarizki057@gmail.com)

### Article History

Accepted: 2023-08-28

Published: 2023-08-28

### Keywords:

*Recount Text, Past Tense, Error Analysis*

### Abstract

In curriculum, students in junior high school were asked to write a variety of text. The recount text was one of those. Meanwhile, Based on previous research, there are still many students who make errors in using the simple past tense when compiling English texts, especially in writing recount texts and the types of errors are omission, addition, misformation, and misordering. Purpose of this research were To know the ability of eighth grade students of SMP Negeri 15 Padang in analyzing errors contained in recount text. The researcher conducts a descriptive study. the result of 70 samples, the total score was 693. The highest score that the students got was 100 (student 58) and lowest score was 25 (student 36). The text by student 58 was good based on the five aspects (the highest score). It was proved that in all aspects the students were in good to excellent ability level. Meanwhile, the student 36 got the lowest score because he does not know what is the error.

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

**How to Cite:** Rizki, I., & Safitri, D. (2023). Students' Ability in Analysis Simple Past Tense Errors in Recount Text in the Eight Grade Students of SMP Negeri 15 Padang. *Journal of English Language Teaching*, Vol.12 (3): 916-925, DOI: [10.24036/jelt.v12i3.124949](https://doi.org/10.24036/jelt.v12i3.124949)

## INTRODUCTION

In curriculum, students in junior high school were asked to write a variety of text. The recount text was one of those. The texts have generic structures like orientation, event sequence, re-orientation, and have social objectives. This text was made to enlighten the reader or individual about something that happened in the past, including experience and events. Additionally, it tells readers what, where, and when something happened in the past. In short, the text contains the past tense form in it.

A simple past tense, according to Cowan (2008) is used to refer to events or circumstances that began and ended in the past. Meanwhile, based on the experience of researchers when carrying out teaching practices at SMP Negeri 15 Padang, in using the simple past tense students still often make errors, especially in writing sentences. This is because the simple past tense has different form between Indonesian and English, such in determining regular and irregular verb and there are still many

students who experience difficulties in determining the proper structure and grammar in writing recount text. Some of the causative factors are the lack of words, spelling, grammar, and lack of knowledge. In fact, in the eighth grade curriculum in the syllabus about recount text students are required to be able to understand what simple tense is and must be fluent in it. In addition, to achieve a good and correct sentence in writing the text, students need to understand grammar and what errors are found in writing, so writing can be corrected and improved. One way to find out is to do an error analysis. According to Richard et al. (2002), errors in linguistic sciences are such uses of words, speech, or grammar that it seems to contain weaknesses and indicate learning disabilities. Additionally, Fitria (2019) said errors occur because students do not understand the rules of grammar in English. Based on this, error is an unavoidable component of language acquisition, especially for language students. Students can improve their abilities by knowing mistakes and listening to the correct shapes of teachers, so that their errors analyses benefit both students and teachers. According to Dulay and Krashen (1982) in Sari and Putri (2016) there are four types of errors, namely: omission, addition, misformation, and misordering. While errors in analysis are a method of documenting weaknesses in the language of the learner, determining whether such mistakes are systematic, and explaining what they accomplish (where possible).

Research on simple past tense errors in recount text has previously been investigated by several researchers. The first studies was conducted by Andansari et al. (2019), this study used the descriptive qualitative approach and a test as an instrument. The exam is a written examination based on an experience. The researchers classify the pupils' blunders by evaluating the data. Errors are classified into four types: omission, addition, misformation, and misordering. The most common error committed by pupils is omission, whereas the least common is misordering. The second research by Fitria (2020), according to the analysis, the students' errors in writing composition of simple past tense include several characteristics of writing, such as grammar, punctuation, and spelling. The third research by Gayatri et al. (2021), the goal of this study is to determine the frequency of instances of the students' past tense errors based on the surface strategy taxonomy identified in their recount text. The categories of faults discovered in this study include omission, addition, misformation, misordering, and the outcome of errors produced by eighth grade students at SMP Mardisiswa Semarang in writing recount text is surface misformation.

Based on previous research, there are still many students who make errors in using the simple past tense when compiling English texts, especially in writing recount texts and the types of errors are omission, addition, misformation, and misordering. The results of the research above show different results, the first research the dominant errors is omission while the lowest one is misordering; the second study found errors in grammar, punctuation, and spelling; the third research the most dominant is misformation.

This phenomenon is still widely discussed, so this issue is still important to be re-examined. The two studies above identified the frequency of students' grammatical errors based on the surface strategy taxonomy theory and used a qualitative descriptive method. The researcher is interested in conducting research on error analysis in using the simple past tense in writing recount texts in SMP Negeri 15 Padang because based

on the experience of researcher in teaching practice at this school there are still many students making errors in analyzing past tense in recount text. In this study, researcher used different ways to analyze errors. Based on the studies above, the researcher is the one who analyzes the errors, but in this study the students became the analyzers in determining the errors. students analyze past tense errors contained in recount text. In addition, the researcher used the surface strategy taxonomy. The theory surface strategy taxonomy is a simple way to examine students' ability to understand grammar and researcher will uses descriptive study to obtain a comprehensive analysis to answer research problems, because in this study, the researcher already has a clear definition of the subject. In other hand, the information gathered is related to the current conditions and occurrences.

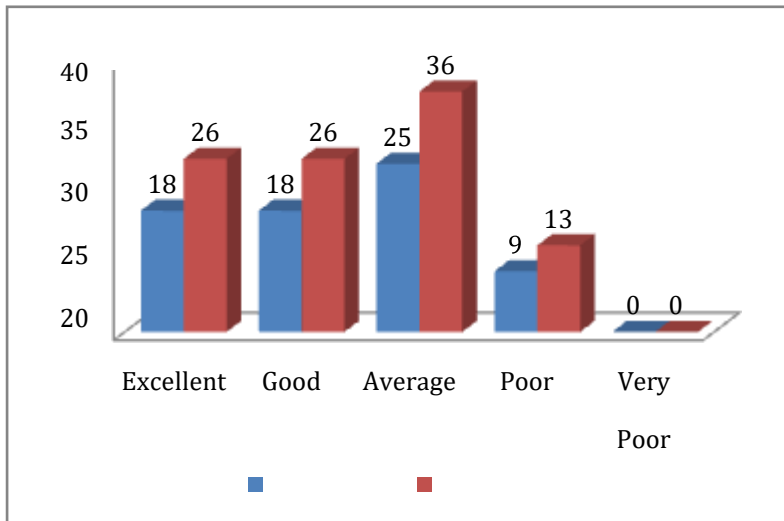
### **RESEARCH METHOD**

Descriptive study used in this research. The researcher conducts a descriptive study because the information gathered is related to the current condition and occurrences. The population of this research is the students of the eighth grade of SMP Negeri 15 Padang. It consists of seven classes. The researcher employed simple random sampling when conducting the sample. based on this formula Yamane in Sugiyono obtained a sample of 68.9 and the researchers rounded up to 70 students (Respondents). Test and recap table employed as an instrument.

### **RESULT AND DISCUSSION**

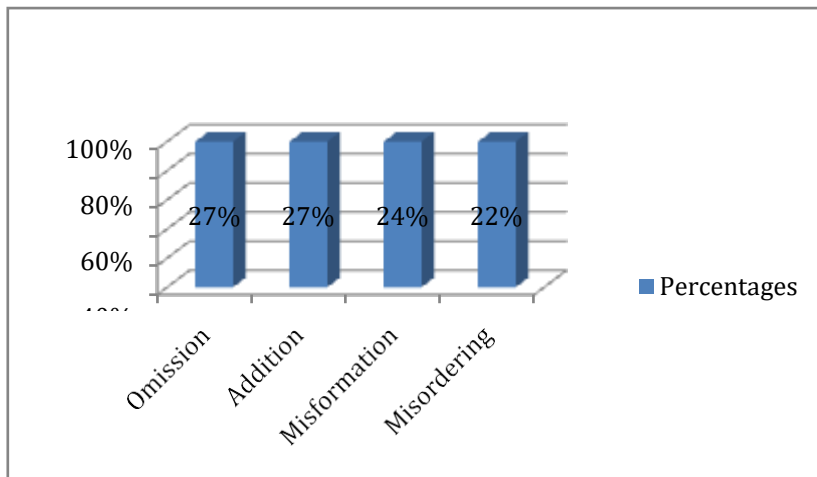
#### ***Research Finding***

The data was presented to answer the first research question in this research. The test was analyzing past tense errors in recount text. After conducting the test, the data was checked by researcher. The result of the test was analyzed by using rating score adopted from Arikunto S (2009). From the results of student answers, the total correct answers were mapped into a recap table. The researcher calculated the total past tense errors for each student and scored them. If the score of students is 81-100 the level is "excellent", score 61-80 the level is "good", score 41-60 the level is "average", score 21-40 the level is "poor", and score 0-21 the level is "very poor". The following figure is the analysis of scores from each category for students' ability in analysis past tense error in SMP Negeri 15 Padang.



Based on the result of 70 samples, the total score was 693. The highest score that the students got was 100 (student 58) and lowest score was 25 (student 36). The text by student 58 was good based on the five aspects (the highest score). It was proved that in all aspects the students were in good to excellent ability level. Meanwhile, the student 36 got the lowest score because he does not know what is the error.

Then, the figure described that only 18 students (26%) were excellent in ability level, its mean most all students were able to analyze errors in the text. Next, 19 students (28%) were good. 34 students (34%) were average, and 9 students (13%) were poor. Last, after calculating the result of the students' scores, it could be seen that the students' ability in analysis simple past tense error in recount text is in the "average" category.



Based on the result of the research, the researcher found the highest frequency of errors that analyzed by students were omission 27% and addition 27%, followed by misformation 24%, and misordering 22% is the lowest frequency.

## CONCLUSION

Based on the data in the previous chapter, the writer would like to draw a conclusion. The total errors found by students were 696, with 191 types of omission, addition 186, misformation 165, and 154 misordering. Students' ability to analyze past tense errors contained in recount text is only at the Average (41%-60%). The types of errors most commonly found by students are omission and addition (27%).

## **REFERENCES**

- Anderson, M and Anderson, K. (1998). *Text types in English 3*, South Yarra: McMillan Education.
- Azar, B.S. (1999). *Understanding and using English Grammar*. New York: Pearson Education
- Brains, Willnat, Manheim, Rich 2011. *Empirical Political Analysis* 8th edition. Boston, MA: Longman p. 105
- Brown, H.D. (1987). *Principle of language learning and teaching*. Eagle Cliff, New Jersey: Prentice Hill.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Longman.
- Brown, H. Douglas. (2001). *Principles of Language and Teaching* Fourth Edition. San Francisco: Addison Wesley Longman, Inc.
- Budiastuti, Dyah & Agustinus Bandur. (2018). *Validitas Dan Reliabilitas Penelitian Dengan Analisis Dengan Nvivo, Spss Dan Amos*, Jakarta: Mitra Wacana Media.
- Campbell, Donald T. (1957). "Factors relevant to the validity of experiments in social settings". *Psychological Bulletin*. 54 (4): 297–312.
- Cherry, Kenday. (2020). *Reliability and Consistency in Psychometrics*. <https://www.verywellmind.com/what-is-reliability-2795786>
- Corder, S. P.(1973). *Introducing applied linguistics*. Harmondsworth: Penguin Education.
- Cowan, R. (2008). *The teacher's Grammar of English*. Cambridge: Cambridge University.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ.
- Crystal, D. (1987) *A Dictionary of Linguistics and Phonetics*. 2nd Edition. New York: Basil Blackwel Inc.
- Drs,DjagoTarigan, Prof,Dr,H,G.Tarigan.1986. *Teknik Pengajaran Keterampilan Berbahasa*. Bandung: Angkasa
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University.
- Ellis, Rod. (1997). *Second Language Acquisition*. New York: Oxford University

Press.

Elizabeth St. Clair, MLIS. "Perpustakaan Universitas Kota Seattle: Metode dan Desain Penelitian: Metode Penelitian Kualitatif". *library.cityu.edu*. Diakses 14-12- 2022

Fitria, T. N. (2019). Errors In Students' writing Composition In Simple Present Tense "My Daily Activity". *EduLangue*, 2(1), 47-62.

Freeman, Diane Larsen and Long.(1991). *An Introduction to SLA Research*.England. Person Education Ltd.Michael.

Gay, L.R et al (2009), *Educational Research*. Upper Saddle River, NJ: Pearson Gerot, L., & Wignell, P. (1995). *Making sense of text: The context-text relationship*. Antipodean Educational Enterprises.)

Hasani, A. (2005). *Ihwal Menulis*. Serang: Untirta Pers.

Hammersley, M. (2013). *What is Qualitative Research?* A&C Black.

Harmer, J. (2004). *How to Teach Writing*. New York : Longman Limited. P. 3 Harmer, J. 2007. *The Practice of English Language Teaching-4Th Edition*. London: Longman.

\_\_\_\_\_. 2004. *How to Teach Writing*. London: Longman.

\_\_\_\_\_. 2001. *The Practice of English Language Teaching-3Rd Edition*. London: Longman

Harris, Roy (2000). *Rethinking Writing*. Bloomington IN: Indiana University Press. Hyland, K. (2003). *Second Language writing*,Cambridge: Cambridge University Press.

Institute of medicine. *Psychological Testing In The Service Of Disability Determination*. Washington: National Academics Press; 2015.

iStudyEnglishOnline (2015). *Past Simple Uses & Explanations*. Archived from the original on August 14, 2015.

James, Carl. (1998). *Errors in language learning and use*. New York: Addison Wesley Longman.

Kurniawan, F. (2018). *The Effectiveness of Using Harvest Moon as a Teaching Media to Teach Descriptive Text at the Eighth Grade of MTSN 2 Surakarta in Academic year 2016/2017* (Doctoral dissertation, p).

Margareta, Shinta, 2013. *Hubungan Pelaksanaan Sistem Kearsipan Dengan Efektivitas Pengambilan Keputusan Pimpinan*. Universitas Pendidikan Indonesia. Mubasyira, M. (2017). *Analisa Kesalahan Penggunaan Simple Past Tense Pada English Narrative Composition SMPN 1 Bojong Gede*. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 5(2), 69–77.

Purwanto, M. Ngalim. (2002). *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran*.

Bandung: PT Remaja Rosdakarya.

- Richards, J.C. and Renandya, W.A. (Ed.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.)
- Richards, J. C. & Schmidt, R. (2002). *Dictionary of Language Teaching and Applied Linguistics* (3rd Ed.). London: Longman.
- Sari P, Yustina D P. (2016). Menemukan Kesalahan Gramatika dalam Esai Mahasiswa Bahasa Inggris dan Solusi Menghindarinya Univeritas Widyatarna Bandung Indonesia. *Jurnal Bahasa Inggris Terapan Vol 2 Nomor. 2*. ISSN:30212- 4056.
- Seeley, John. (2009). *Oxford A-Z of Grammar and Punctuation*, p. 109.
- Shields, Patricia and Rangarajan, N. 2013. *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management*. Stillwater, OK: New Forums Press. See Chapter 4 for an in-depth discussion of descriptive research.
- Sugiyono. (2013). *Metode Penelitian, Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung. In *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (21st ed.). Alfabeta.
- Sugiyono. (2019). *Statistika Untuk Penelitian*, Bandung : Alfabeta, Cetakan ke-30 Tarigan, Henry Guntur dan Djago Tarigan. 2011. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Penerbit Angkasa Bandung.
- Treiman, D. J. (2014). *Quantitative Data Analysis: Doing Social Research to Test Ideas*. John Wiley & Sons.
- Viere, Rebecca. 1996. *Needs Assessment: A Creative and Practical Guide for Social Scienties*. Taylor&Francis. ISBN 1-56032-376-0, 9781560323761. Page 50.
- Weigle, S.C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.