ERROR ANALYSIS OF USING PAST TENSES IN 8TH GRADERS' RECOUNT TEXT

Analisis Kesalahan Penggunaan Past Tense pada Teks Pengalaman Kelas VIII

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Abstrak: Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan penggunaan past tense dalam menulis teks recount oleh siswa kelas 8 SMP di Sidoarjo. Populasi dalam penelitian ini adalah siswa kelas VIII SMP di Sidoarjo tahun ajaran 2021-2022. Instrumen penelitian yang digunakan adalah dengan tes menulis teks recount berdasarkan pengalaman masing-masing siswa. Kesalahan yang dilakukan siswa diklasifikasikan menjadi empat jenis, yaitu kesalahan penambahan sebanyak dua puluh tiga kesalahan atau sekitar 18%; kemudian disusul misformation sebesar 71 error atau sekitar 57%; kesalahan kelalaian dalam dua puluh kesalahan atau 16%; dan misordering berjumlah sebelas kesalahan atau sekitar 9%. Berdasarkan hasil tersebut, siswa kelas VIII SMP di Sidoarjo banyak melakukan kesalahan teks recount. Siswa harus diberi banyak kesempatan untuk berlatih menulis teks recount dalam bentuk lampau. Siswa harus dibuat sadar akan temuan penelitian ini untuk meningkatkan metode pengajaran dan pembelajaran mereka.
Kata Kunci: analisis kesalahan, teks recount, past tense

Abstract: This study aims to identify the types of errors in the use of the past tense in writing recound texts by 8th graders of junior high school in Sidoarjo. The population in this study were 8th grade junior high school students in Sidoarjo for the academic year 2021-2022. The research instrument used was by means of a recount text writing test based on the experience of each student. Errors made by students are classified into four types, namely addition error were twenty-three errors or about 18%; then followed by misformation amounted to 71 errors or about 57%; error of omition in twenty errors or 16%; and misordering amounted to eleven errors or about 9%. According to these results, 8th grade junior high school students in Sidoarjo make numerous recount text errors. Students should be given plenty of opportunities to practice writing recount text in the past tense. Students must be made aware of the findings of this study in order to enhance

INTRODUCTION

English is an international language that is used to communicate both orally and in writing, therefore English is one of the languages that must be taught. Understanding and conveying data, thoughts, and feelings, as well as developing science, technology, and culture are all aspects of communicating. When a language develops a distinct role that is recognized in every country, it reaches true global status. This may appear to be self-evident, but it isn't, because the concept of a "unique position" has multiple facets. Despite the fact that a language has no official status, it can be made a priority in a country's foreign-language training (Crystal, 2003). The most distinguishing feature of human activity is language. Humans can speak in various languages. Therefore, it is very important for us to learn languages, especially English. In the learning process, sometimes we encounter students who make mistakes due to lack of knowledge of correct grammar. The students tend to face many difficulties in using tenses.

Tenses are a type of grammar that deals with time in English. Tense is a type of verb that is utilized in every phrase and changes depending on when it is used. As a result, knowing how to utilize the correct tense to describe a scenario is critical. Simple present tense is used to describe current occurrences, simple past tense is used to describe events that occurred before this time, and simple future tense is used to describe what will happen in the future from the present time. A simple past tense sentence expresses events that occurred in the past and have come to an end in the past. The simple past tense is indicated with a second verb (verb2) that specifies the past tense.

Writing, as defined by (Hornby A. S., 1995), is the activity of writing books, stories, or articles. The ability to write is just as crucial as the ability to speak English. It takes a lot of practice to become a good writer. To improve this skill, you'll need to practice. A procedure for people to absorb what they've seen is required for writing

activities. As a result, knowing the nature of writing is crucial for pupils. Students must practice writing and improve their vocabulary in order to be competent writers. In studying the types of texts in English, we encounter various types of texts. One of them is recount text. Recount, as a sort of factual text, can be described as a basic text because it might be about ordinary objects or historical events. The use of proper nouns to signify the participants in a work is prevalent. Furthermore, because the text's objective is to describe what happened, descriptive terms that provide information about who, what, when, and how the event occurred are frequently utilized.

Error analysis is a method for observing, analyzing, and categorizing errors in order to discover and disclose the frequency, type, causes, and consequences of poor language learning for learners. Error analysis can be used to determine how well someone learns a language, how well someone knows a language, and to learn about common language acquisition challenges. Thus, error analysis is the systematic study of language learners' errors in order to provide information on how they learn a language, how well they know the language, and what challenges they experience in accomplishing the goal. Error analysis distinguished between mistakes and errors. According to (Corder, 1981), errors can be classified into two categories: systematic and non-systematic. Non-systematic errors are errors in performance that are caused by memory, physical, or psychological circumstances like exhaustion or fatigue. Even native speakers make mistakes due to memory lapses or tongue slips.

The researcher noticed that students' blunders or errors in employing tenses, particularly in the past tense, needed to be thoroughly examined. Language components such as grammar might have errors. In an English text, tenses are essential. Students are occasionally perplexed about how to employ tense in a sentence. Because recount text narrates a tale or event that occurred in the past, past tense is extremely crucial to explain the past tense in the text. We frequently hear that people have made numerous mistakes in the past but have gone on to achieve success in the future. It can happen when learning

a language or when studying a target language (Ellis, 2003) proposes two methods for distinguishing between an error and a mistake: the first is to examine the consistency of the learner's performance. It's a mistake if he/she uses the correct form sometimes and the incorrect form other times. However, if he/she consistently uses it incorrectly, it is referred to as an error. The second method is to have the student try to rectify his or her own erroneous utterance. Errors occur when he/she is unable to do so; mistakes occur when he/she is successful. What kinds an error analysis use past tense in recount text in 8th grade junior high school in Sidoarjo?.

THEORETICAL REVIEW

A recount, according to Anderson (Anderson, 1987) is a type of writing that retells past events in chronological sequence. According to (Derewianka, 1980), we rebuild prior events in Recount, which is in sync with Anderson's theory. The unfolding of a series of events through time is referred to as a recount. Language is used to keep the past alive and to aid in the interpretation of events. Grammar plays a crucial function in the writing process. Learning to communicate ideas, messages, and sentiments to listeners and readers requires a strong command of language grammar. According to (Leacock et al., 2010), grammar is the method of putting words and phrases together in a systematic way to express meaning. Although usage is a part of a language's general grammar, certain alternative ways of speaking and writing gain social status.

Error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language or foreign language and then to reveal the systems operated by learner. (Khansir, 2012) states that error analysis is a type of linguistic analysis that focuses on the errors learners made. It consists of a comparison between the errors made in the target language and that target language itself. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects. Based on a previous study on Error Analysis in Using Simple

Past Tense Found in Students' Writing of Recount Text (Fitria, 2020), it was found that students' errors in writing simple past tense compositions in recount text only consisted of three types. In my research, I found four types of errors in Error Analysis in Using Simple Past Tense Found in Students' Writing of Recount Text. By undertaking error analysis, it is hoped that students' errors would be eradicated, resulting in a significant improvement in their English abilities.

RESEARCH METHOD

Students in Sidoarjo's Grade 8th Junior High School for the school year 2021/2022 comprised the study's population. Students grade 8th were the subjects of this investigation. A writing test was used in this study to obtain data. Students were given a written test to see what kinds of mistakes they made when composing recall material. The researcher analyzes thorough information on errors in the usage of past tense in writing recount texts created by students using this instrument. The information for this study was gathered from the student body. The researcher performed the following steps to gather data:

1) The researcher collected several 8th grade junior high school students who had been taught recount text material at their school.

2) The students were given the option of selecting a topic by the researcher. Some of them are happiest time experiences for them.

3) The students were asked to write a recount paragraph about the theme they had chosen.

4) Researchers receive assignments from students.

5) The researcher looked at the many types of errors students made when composing the recount text.

6) The following criteria were used to evaluate the task:

- Addition errors (the element should not be displayed, but it is),

- Misformation (One grammatical form in the place of another grammatical form),
- Error of omition (the element should be shown, but it isn't), and
- Misordering (the sequencing is incorrect).

In this study, the researcher evaluated the data using (Gass, S. M., & Selinker, 1994)'s step of Error Analysis to identify errors made by 8th graders at Sidoarjo Junior High School. First Identifying the Errors, every error committed by the students in the usage of past tense in the text was noticed and a list was established by the researcher. Secondly Classifying the Erros, all of the students' errors in the usage of the past tense in

$$\frac{\text{Total of each item}}{\text{Total of error}} \times 100$$

producing recount texts were categorised by the researcher into several types of errors. Third is quantifying the errors, the researcher accumulated the results of the classification in types of errors to determine the most common error in the use of the past tense in recount text creation. Next, calculate the formula

And the last is analyzing source of errors. It was utilized to fix all errors generated by students in the usage of past tense in composing recount material, which were then mended into correct sentences.

RESULT AND DISCUSSION

In this study, the data source was obtained from the writings of 8th grade students in the recount text material, in the previous chapter it was stated that students made various types of errors in using the past tense in the recount text written by them. The reasons that can encourage students to make errors while writing the past tense, including a lack of understanding on how to write the past tense in proper English. Errors may occur as a result of a students aspect in mastering the target language, like as memory limitations, psychological issues, or a lack of understanding of the subject content. Error analysis is a

study of errors or difficulty in learning a foreign language conducted by foreign language learners.

The researcher discovered the types of errors produced by 8th grade junior high school students when writing recount texts in the past tense. In their recount text writing, the students made errors in employing the past tense, according to the researcher. The researcher then categorised all of the faults into error kinds. Finally, based on the results of the students' error classification in the use of the past tense in writing recount text, the researcher identified the most common error. The frequency and proportion of errors are then displayed to help the reader comprehend the information.

In the process of analyzing the data, the researcher identified errors made by 8th grade junior high school students, and in this study resulted in 126 errors in the use of the past tense in writing recount text. After identifying errors made by 8th grade junior high school students, the researchers classified the types of errors encountered. The results of the data classification show that the 216 errors are divided into four types, namely:

Table 1. The Quantity of Erros's Types

Types of Errors	Quantity	Perentage
Addition errors	23	18,25
Misformation	71	56,34
Errors of omition	20	15,87
Misordering errors	11	8,73
Total	**126**	**100%**

Based on the results depicted from the table above, the 4 types of mistakes made by 8th grade junior high school students can be explained in more details.

Addition Errors

Addition Errors (the element should not be displayed, but it is). In this section, researcher found twenty-three errors, for example:

The sentence: I'm always sleep at 9 PM.

Should be: I always slept at 9 PM.

The sentence: Before I'm sleep, I'm usually drank milk.

Should be: Before I slept, I usually drank milk.

The students put the word "am" after the subject in those lines, while the word "am" cannot be used in the past tense form.

Misformation

Misformation (one grammatical form in the place of another grammatical form). In the findings, researcher found seventy-one errors, for example:

The My friend meet with my catty.

Should be: My friend met with my catty.

The sentence: When my mother arrive, me and my friend ...

Should be: When my mother arrived, me and my friend ...

The movement verb from infinitive to past tense was generally unknown to the students in this situation.

Error of Omition

Error of Omition (the element should be shown, but it isn't). Researcher found twenty errors in the student's writing, for example:

The sentence: Me saw many people motorists and car drivers

Should be: I saw many people were driving their transportation

The sentence: I waiting my friend to pay the bill.

Should be: I was waiting my friend to pay the bill.

It can be seen that students don't fully comprehend the past tense's

structure.

Misordering

Misordering (the sequencing is incorrect). In this section, researcher found eleven errors, for example:

The sentence: I'm <u>go to</u> school at 6 AM

Should be: I <u>went to</u> school at 6 AM

The sentence: My father buy <u>new a</u> phone.

Should be: My father bought <u>a new</u> phone

In this finding, students make mistakes in the order of sentences.

Researchers have categorized errors made by 8th grade junior high school students in Sidoarjo based on their types. Based on these categorizations, researchers can make their percent's presentations into a chart. In chart 1 showed that addition errors with 23 quantity or 18 percent; misformation with 71 quantity it's about 57 percent; errors of omition with 20 quantity or 16 percent; and misordering errors with 11 quantity it's arround 9 percent.

Figure 1. Percentage Chart by Percent
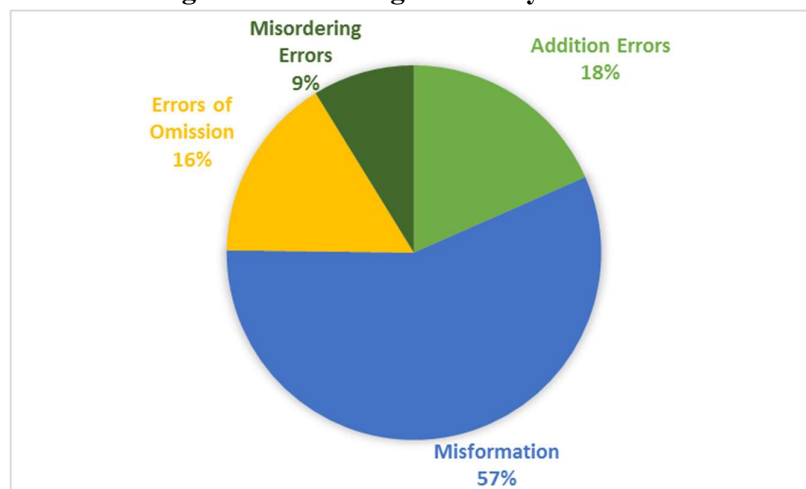
CONCLUSION

The findings of this study indicate that there are 4 types of errors that occur in the use of the past tense in writing recount texts from the 8th grade junior high school students in Sidoarjo. In the Addition Error section, the researcher found twenty-three errors or about 18%. Students put the word "am" after the subject in the line, while the word "am" cannot be used in the past tense. In Misformation, the researcher found 71 errors or about 57%, the verb movement from infinitive to past tense is generally unknown to students in this situation. on Error of omition, the researcher found twenty errors in students' writing or 16%. It can be seen that students have not fully understood the structure of the past tense. While in Misordering, the researcher found eleven errors or about 9%, students made mistakes in the order of sentences.

Based on these findings, it can be deduced that 8th grade junior high school students in Sidoarjo make numerous recount text errors. Students should have a lot of practice composing recount text in the past tense. Students must be informed about the findings of this study in order to enhance their teaching and learning methods. Hopefully the research results can be useful for students and communities in need. The researcher also expect that students can learn the use of the past tense in writing recount text correctly.

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