AN ANALYSIS OF STUDENT'S PROBLEM IN WRITING ERROR IN THE USE OF SIMPLE PAST ON RECOUNT TEXT AT 10th GRADE MA DARUL ULUM TLASIH

Analisis Masalah Siswa pada Kesalahan Menulis dalam Penggunaan Simple Past on Recount Text pada Kelas X MA Darul Ulum Tlasih

Meidina Uslifatul Jannah[1]
Ruri Fadilah[2]
Universitas Nahdlatul Ulama Sidoarjo[1,2]
meidinauzlifatul36@gmail.com[1]
rurifadhilah.pbi@unusida.ac.id[2]

Abstrak: Penelitian ini menganalisis kesalahan simple past tense di MA Darul Ulum Tlasih dengan menganalisis jenis-jenis kesalahan penggunaan simple past tense dalam teks recount. Penelitian ini diharapkan dapat membantu dalam mengembangkan pembelajaran bahasa Inggris untuk mengolah dan memberikan informasi guna menambah pengetahuan untuk memahami kesalahan-kesalahan yang dilakukan dalam penggunaan simple past tense. Penelitian ini menggunakan pendekatan yang dilakukan dalam beberapa tahap: persiapan dilakukan dengan memberikan penjelasan tentang simple past tense. Data diambil dari siswa kelas X MA Darul Ulum Tlasih dengan menyediakan instrumen kerja membuat teks recount pengalaman pribadi. Penulis menggunakan beberapa teknik analisis data, yaitu: error, klasifikasi, deskripsi, dan koreksi. Hasil ini menunjukkan kesalahan siswa dalam misinformasi dan misodering.
Kata Kunci: Simple past tense, analisis kesalahan, penghilangan, kesalahan informasi, kesalahan urutan, dan teks recount.

Abstract: This study analyzes simple past tense errors in MA Darul Ulum Tlasih by analyzing the types of errors in the use of simple past tense in recount text. This research is expected to help in developing English learning to process and provide information in order to increase knowledge to understand the mistakes made in the use of the simple past tense. This study uses an approach that is carried out in several stages: preparation is carried out by providing an explanation of the

simple past tense. The data were taken from the 10th grade students of MA Darul Ulum Tlasih by providing a working instrument to make a recount text of a personal experience. The author uses several data analysis techniques, namely: error, classification, description, and correction. The results of this show students' errors in misinformation and misodering.

Keywords: *Simple past tense, eror analysis, omission, misinformation, misodering, and recount text*

INTRODUCTION

Writing is one of the skills that must be learned. According to Sarimarsutalinda, Inderawati, and Suganda (2018) state that "writing is a thought process for creating ideas, thinking about how to express into good writing, and organizing ideas into statements and paragraphs that will be clear to the reader" (Marsutalinda et al., 2018). As the discussion progresses, the author must learn how to communicate their ideas in order to help the audience understand the meaning of the information and how to communicate effectively.

Further, (Sari et al., 2013) explain that writing in English is meant to fill the gap that exists between the ability to express ideas, feeling, opinions, and thought and the ability to express the same things in written form in English.

According to the definition above, writing is a complicated activity that necessitates knowledge of what we are going to write. Writing is very important for students because it allows them to express their ideas, feelings, and knowledge experiences.

According to (Hikmah, 2014), it showed that students' difficulties in writing English can be influenced by the lack of a lot of vocabularies and grammars, lack of written exercises, and ideas.

One of the most common issues that students face is when they explore their ideas in written form, such as writing genres. When students are assigned writing genres, they will encounter a variety of situations. The most common problems in writing genres appear in at least five areas: content, organization, vocabulary, and grammar.

The first issue is one of content. Many students are still struggling to write an

effective paragraph. It is because they lack the knowledge to develop a topic and struggle to express their ideas in writing form.

The second step is to organize. An effective paragraph of text is simple to comprehend. The ideas contained in text genres can be organized in a variety of ways. Students continue to disregard the organization pattern in writing, and as a result, they are unable to produce good writing. Their writing is also difficult to follow.

The third is vocabulary. Many student are still struggling to memorize vocabulary English language. if they get an assignment to translate they prefer to use google translate instead of looking in a dictionary.

The fourth is grammar. It is critical to understand grammar rules and how to apply them correctly. The students are still unable to apply grammar rules correctly. Many of them are still struggling with it.

According to the explanation above, the learning genre is difficult for students to understand because it has complex language rules. The recount text in this study was chosen by the researcher based on the subject of my research. Students must write a recount text. They recount events that occurred to students in order to write about their past experiences. It is also useful for attracting, motivating, informing, and entertaining students.

Observing the explanation above, the researcher is interested in analyze students' ability in writing recount text. Therefore, this study entitled "Analyzing Students' Ability in Writing Recount Texts for Class X MA Darul Ulum Tlasih Recount Texts for Sidoarjo Students".

Statement of The Problem

Based on the problem's context, the researcher would like to propose the following issues: what are types of simple past tense Errors Made writing in recount text at 10th grade MA Darul Ulum Tlasih Tulangan Sidoarjo?

THEORETICAL REVIEW

Simple past tense : is a part of tenses that an events had occured (past). Tense is said to was simple because simple past tense just want to provide information about a job that has occured in the past without want to show that his job was being perpetrated. The time of occurance (yesterday, two days ago, last year) or time line (for two months, daytime, for one hour) can bes pecifically mentioned.

Grammar is an essential component of learning English. When students do not understand grammar, they will struggle to arrange sentences in English. These are some expert definitions of grammar in relation to grammar. First, according to (PRASETYO, 2020) grammar is a way to organize the sentence and create a good language.

Recount text is used to retell a story that occurred in the past in the order in which it occurred (Mark & Kathryn, n.d.). The objective of a recount text is to tell what actually happened to the reader in chronological order. Recount has three schematic structures, according to (Mark & Kathryn, n.d.). This final section can include the story's conclusion and comments. Proper nouns, descriptive words, past tense use, and sequence words are the four language features of recount texts, according to (Mark & Kathryn, n.d.).

RESEARCH METHOD

Technique of Data Collection

1. Ask the principal for permission.
2. Once allowed we can go to class.
3. Distribute test sheets or worksheets.
4. Collection of worksheets.
5. Analyze.

Technique of Data Analysis

1. Collecting data from class 10.

2. Analyze the data obtained.

3. Locating the fault.

4. Summarizing and providing solutions.

RESULT AND DISCUSSION

The researcher clarified several points in this study, including domain analysis, taxonomic analysis, componential analysis, and conclusions. In order to collect data, researchers used documents to examine students' difficulties understanding English. The researchers used student worksheets to work on the reference text. The researcher also conducted interviews to determine the factors that contributed to students' difficulties understanding English writing The researcher divided the domain analysis into several points, including students' difficulties in reading English texts, student difficulties, and financial factors that caused students' difficulties in understanding English writing.

Based on the worksheets of the 10th grade students of MA Darul Ulum Tlasih, errors were found in the use of the simple past tense in write their activities, experiences and stories in the past with the topics of their respective story experiences:

Write about your childhood, where did you live? what are you doing everyday :

- Write about your trip

- Describe a memorable, scary, funny, or exciting experience that you have had, use past tense

- Write about a trip you took

- Bad day

- Write about an important day in your life

Omission Eror

An omission error is an omission error the parts needed in a simple past tense sentence.

The omission errors found were:

Errors in omitting

verb endings (-ed, d) in regular verbs. In the use of the simple past tense, the form of the verb used is the second form of the verb or the verb which is added with the suffix -d or -ed at the end of the form. basic verb (regular verb). There are 10 sentences that found errors in the omission of verb endings (-ed, -d) as follows:

I ask my friend.

The errors found in the sentence above are the omission of the -ed and -d endings in the past tense of the regular verb in the sentences above, which must end with -ed or -d. The sentences above should be:

I asked my friend.

Irregular Verb Errors

In the data, there are sentences that contain errors in the omission of verbs irregular (irregular verb), as follows:

I my phone

The sentences above are not grammatical because of the omission verb. The correct form of the sentences above is:

I forgot my phone.

Misinformation Eror

Eror Using To be

As previously explained, the simple past tense to be used is "was" and "were". To be "was" is used for singular subjects and "were" is used for plural subjects. sentences that found an error in the use of the to be form in the data as follows:

I am come late

In the sentence above, it is necessary to use to be "was" and "were" as auxiliary verbs. The sentences above should be:

I come late

Error of Modals

sentences that contain errors in the use of the Modals form in the data, the following the author describes the errors found and corrects the sentence:

I would closed the door.

In the above sentence the use of modal would in the simple past is correct because it is the past tense of "will" but in that sentence the verb after the modals does not need to be changed into the past form or remains in the first form. The sentence should be:

I would close the door

Misordering Eror

Error Object Placement

The object must come after the predicate in the simple past tense for the sentence to be considered grammatical. The author only finds sentences with an object placement error in the data, as follows:

I went to with my father to my factory

The object that must be written after the predicate in the preceding sentence is (verb), The sentence should be placed as follows:

I went to my factory with my father.

Error Adverb Placement

Adverbs are commonly written at the end of sentences, but if there is an explanation, the emphasis of the sentence is justified. There are two sentences in the data that have an error in the placement of information, as follows:

My Sister all morning read me different kind of stories.

There is an adverb misplacement in the preceding sentence; in this sentence, use time adverbs in the middle of the sentence. The sentence above should be placed as follows:

My sister read me different kind of stories all night.

The purpose of all writing is for students to know about the writing errors.bellow is the table of student intial name, their score in writing test. The data was taken from 4

students in 10th grade of MA Darul Ulum Tlasih. The score were AI is 55, AN is 80, NB is 86, and SL is 79. The data show that the highest score is 86 and the lowest score is 55.

Based on contextual needs analysis, the researcher used four indicators to determine the difficulty level of writing skills. There are omission error, misinformation eror, and misordering eror consider. To assess students' abilities based on the four indicators, the researcher asked them to write a recount text about their personal experiences that were included in the four indicators.

Table 1 The correct answer of the test

No	Name	Contain	Organaize	Vocabulary	Grammar	RESULT
	Name of the student	5	5	5	5	20
1.	AI	2	3	3	0	8
2.	AN	2	1	2	1	6
3.	NB	5	4	5	5	19
4.	SL	2	2	3	0	7
	Total	11	10	13	6	40

The header "Fluency Indikator" spans Contain, Organaize, Vocabulary, and Grammar columns.

The correct answer for the conatin is 35%, organaize is 17%, vocabulary is 39% and grammar is 9%.

Discussion

The factors that affect the grammar difficulty skills of simple past recount text in the story text of the 10th grade students of MA Darul Ulum Tlasih are internal factors and external factors.

The first factor is contain.

The second factor is organize

The third factor is vocabulary. According to (PRASETYO, 2020), that vocabulary is as the knowledge of words and their meanings, it is the ability to understand and use words to acquire and convey meaning. the vocabulary was the main foundation of language learning. lack of vocabulary made it difficult for students to understand the meaning of words. In the fact, the student had low vocabulary mastery.

The last was grammar. According to (Debra L. Cook Hirai, Irene Borrego, Emilio Garza, n.d.), grammar is a way to organize the sentence and create a good language. The data shows the grammar was the lowest. All students haven't been comprehensive in analyzing and making the good sentence.

Researchers want to know in identifying the factors that cause students difficulty in writing English recount text. Based on the data collection of student assignments, most of the students said that the teacher's explanation is not as interesting as expected. In class 10 MA Darul Ulum Tlasih most of the students are less interested in learning English. students are afraid of making mistakes when writing English texts and even speaking English they are afraid. They are lazy too. They say writing is boring. Most of the students said that the class condition was noisy and inappropriate. another cause is their environment. because their environment many do not like learning English so they prefer to learn Arabic, because of their lack of confidence to try to speak English and want to know English learning so that their English learning is not optimal. even though at their school every morning there is a habituation routine before starting the lesson, namely lining up in the school yard and then reading vocabulary in 3 languages, namely Indonesian, English and Arabic. In fact, 10th grade MA Darul Ulum Tlasih students also experienced problems at home. They said that the teacher always gave homework to translate student worksheets, and they did it but they didn't understand it well.

CONCLUSION

Based on data analysis about the types of errors in the use of the simple past tense

that have been described, there are 3 types of errors found, namely omission errors, misinformation, misordering. The types of errors have been classified according to the category of errors committed by students as follows:

Based on the discussion of the 4 forms of deletion errors, namely: errors in deleting verb endings (-ed, -d), errors in deleting irregular verbs. In the form of errors found, namely: errors in the use of to be, and errors in the use of forms. In the form of placement errors found, namely: object placement errors, and adverb placement errors.

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