

THE USE OF SIMPLE PAST TENSE IN RECOUNT TEXT (AN ERROR ANALYSIS)

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ABSTRACT

The research objectives were: 1) To find out the kinds of errors made by the tenth grade Students of SMK Kristen 2 Surakarta on using simple past tense in recount text. 2) To determine the dominant errors made by tenth grade Students of SMK Kristen 2 Surakarta on using simple past tense in recount text. The research subject was in class X TO (*Teknik Otomotif*), with 28 students. The method of data was qualitative research. This research was studied from the perspective of error analysis. There were omissions, additions, misinformation, and misordering in error analysis. The instruments used to collect the data were observation, interview, test, and documentation. After analyzing the data, the researcher found the total number of errors made by students and the total number of errors in percentage. There were Omission 20 (20%), Misinformation 77 (77%) and Misordering 3 (3%). So, the dominant error made by students was misinformation. In this research result, the cause of misinformation was that the students were still confused about the correct use of the structure had limited vocabulary, especially in irregular verbs and used the nominal verb in simple past tense.

Keywords: Error Analysis, Recount Text, Simple Past Tense

1. Introduction

One of the languages used throughout the world is English. In English, four skills will be known. The four skills are writing, reading, speaking, and listening. One of the complex skills that people must master is writing skill. Especially for students because they will learn how to express their opinions and feelings in good written form. Brown (2001, 336) states that writing is a thinking process, which has the final result of writing based on their thoughts. Students must improve their writing skills, and teachers must also provide support to students through motivation so that they have good writing skills, such as providing instructions in the writing process and writing rules, such as grammar rules and writing exercises. Grammar is the form or structure of language. Tenses are a part of grammar. (Lakoff & Johnson, 2008) state that tense is a timeline. This means that by using tenses, people must pay attention to verbs to express differences in time or specific events. In this Opportunity, the researcher will focus on the simple past tense. According to Anderson and Anderson (Nisa & Mubarok, 2018), a recount text is a text that retells events about the past in an orderly to describe what has already occurred. Recount text is one of the materials in tenth-grade English learning at SMK Kristen 2 Surakarta. The application of recount text in teaching writing is carried out in class 10

TO (Teknik Otomotif) which is studied from the perspective of error analysis. Through this research, researchers will develop students' knowledge and correct use of grammar. In this way, students will avoid repeating the same errors repeatedly.

2. Literature Review

Writing is one of the skills in English that students must master. According to Harmer (2004, 86) writing is a medium for producing language to express ideas, feelings, and opinions. With good written language, readers will also be able to easily understand the ideas in the writing that we have put together. One type of English text that is used to recount past events or things that have happened is the definition of recount text. According to Handayani et al (2023), a recount text is a text that aims to retell to inform or entertain through past experiences. In general, the target of recount text is to show the reader an overview of events that have occurred, so the tense that is often used in this type of text is simple past tense. According to Azar & Hagen (2017, 12), the simple past tense starts and ends in the past. This tense tells a simple story of the past and expresses actions carried out before the time of speaking. Apart from that, the Simple past tense has two functions. The first is to replace the simple present tense in some contexts, such as tense shifts; the second is speech reported in unreal conditions or related to pragmatic factors, such as politeness. For others, writing recount text is complicated because of its structure and the need to have the ability to manipulate lexis and grammar. There must be some students who have problems. Sometimes, many people still have not mastered language learning, so errors are created. Norrish stated (Wulandari & Harida, 2021) that errors are systemic deviations students make when they have learned something consistently. As Brown (2007, 258) states, errors are grammatical deviations from native speakers, reflecting students' language skills. From the definition above, researchers conclude that errors are part of second language acquisition. This means that a native speaker did not make the error. Errors are deviations or lack of consistent knowledge in learning the target language. The positive thing that can be taken from the mistakes students make in learning a second language is that it develops students' skills to learn more.

Errors are different from mistakes; in the teaching and learning process, it is very natural for students to make mistakes. Brown (2007, 258) states that mistakes are performance errors such as random guesses, slips, or failure to utilize known systems properly. Students can make mistakes due to slips of the tongue, irregular grammar, errors in remembering or limited memory, and even physical factors such as fatigue and uncontrolled emotions. So, mistakes and errors have different meanings. The distinction between error and mistake is errors are systematic and students cannot correct themselves, so non-native speakers often experience this. So, in this case, it is very necessary to carry out an error analysis. According to Dulay (1982, in Nurhayati & Nurdini, 2019), there are four types of errors based on taxonomic surface strategy, and

some have subtypes. There are omissions, additions, misinformation, and misordering. For further explanation, it will be explained below

1) Omission

There are two types of omissions whose morphemes are omitted more than others: content morphemes and grammatical morphemes. Content morphemes have meanings such as adjectives, nouns, verbs, and adverbs. Meanwhile, grammatical morphemes, called small words, have little role in sentences, such as inflexion of nouns and verbs, auxiliaries, nouns, and articles.

2) Addition

Addition has the opposite meaning of Omission, which means it is identified by items that should not appear in well-formed speech.

3) Misinformation

Misinformation is identified by errors in structure or morpheme form.

4) Misordering

Misordering errors relate to the incorrect placement of morphemes or morphemes in an utterance

According to Norrish (1983 in Hayuni & Oktavia, 2022), sometimes students make errors and mistakes. Brown (2007, 263) states that learning and communication strategies are used as sources in second language acquisition. He defines that the sources of errors are:

1) Interlingual transfer

Interlingual transfer is a major source of error for all learners. The mother tongue is the first step in second language learning, which is sensitive to interlingual transfer.

2) Intralingual Errors

The influence of one target language item on another results in learning errors in some target languages rather than the transfer of the language.

3) Context

Context is something related to the classroom, teacher, and material in learning at school or in learning a second language without guidance but through social situations.

4) Communication Strategies

At specific points in communication, verbal or nonverbal mechanisms may be used to share ideas about linguistic form relating to reasons unavailable to the learner. Therefore, students' learning techniques are the cause of communication strategies.

According to Norrish (1983, in Prakoso, 2021) there are three types of cause error analysis, there are carelessness, first language interference, and translation. The following explains the reason for the error :

1) Carelessness

One of the factors causing this error is a lack of motivation. This can happen because the teacher's presentation style is not suitable for students or the teaching materials used are not interesting to them.

2) First Language

Learning your mother tongue or a foreign language is part of the problem of habit formation. If a person starts to learn a new habit, the old habit will interfere with the new habit. This is also referred to as first language interference.

3) Translation

Translation is one of the factors that cause errors. This error occurs because students translate their first-language sentences or idiomatic expressions to every word in the target language.

Error analysis is a method that researchers can use to analyse errors in the grammar used by students, especially when they use tenses in writing texts. According to Brown (2007, 257) Students often make mistakes, and error analysis is a method for observing, analysing and classifying errors made by students. This is intended to reveal student learning outcomes and what was the cause of errors in previous learning. According to Corder (1981, 64) error analysis is one of the important types of tasks in language class, through this technique the teacher can understand the right time to correct student mistakes and understand the problems students face in learning the target language. In second language learning, errors often occur in writing texts, therefore teachers need to correct students' writing to analyse the mistakes made by students. After analysing these errors, it is hoped that teachers can plan a better learning model for the future.

In language teaching, it is very important to carry out error analysis procedures in order to understand the types of student errors. According to Corder (1974, in Ellis, 1997, 48) there are five steps in error analysis. Below is the explanation.

1) Collection of the sample of learner language

The first step in error analysis is deciding what language samples students will use for analysis. It is necessary to collect a correct sample of language learners so that it can emerge clear statements and adapt to the type and conditions of students. In this step, the researcher will decide the number of students who will be the research sample. Then the researcher will give a test to obtain consistent data.

2) Identify of error

Errors in substance must be identified after the substance of the learner's language has been collected and immediately ensure procedures for recognizing them. Error identification can be done by comparing the sentences produced by students and the correct sentences in the target language.

3) Describe the error

After all errors have been identified, the researcher will classify the type of error. These types of errors consist of omission, addition, misinformation, and misordering.

4) Explain the error

This step will explain the reasons the error occurred. This stage is important in research because it is related to efforts to build a process that is relevant for second language acquisition.

5) Evaluate the error

At this stage, the researcher must be able to decide what types of errors will be corrected and some will be considered further to compare with others. From this stage, students' understanding and response to language learning can be measured.

3. Method

This research was carried out at SMK Kristen 2 Surakarta, especially in class X TO (*Teknik Otomotif*) for the 2023/2024 academic year. It is located on Jl. D.I. Panjaitan NO.1, Setabelan, Kec. Banjarsari, Kota Surakarta Prov. Jawa Tengah. The researcher conducted this research in May-June 2024. The research subject was students of class X TO (*Teknik Otomotif*) Surakarta 2023/2024 Academic Year. This class consisted of 28 students. This research was a descriptive qualitative and the method used in this research was error analysis. The researcher used the theory of Corder (1981). According to Creswell (2014) qualitative research is an approach to exploring and understanding social problems that occur in individuals or groups against a social or human problem individuals or a group. According to Triastuti et al., (2022) descriptive qualitative research aims to ensure the accuracy of system effects, conditions, and factuality relating to people's behaviour. The researcher used the data source from Creswell (2018), there were documentation, interviews, observations, audiovisual recordings, and physical artefacts. The required data and information could be obtained from two main sources, they were:

1) Primary Data Sources

In this research, primary data would be collected from the results of a free writing test on recount text with a holiday theme and researchers would focus on analyzing the use of Simple Past Tense in their writing.

2) Secondary Data Sources

This researcher would use books from experts in error analysis and other researchers from internet sources.

In this research, the researcher used interviews, tests, and documentation to collect the data.

a) Observation

The researcher conducted observations of the social situation in the field of education at SMK Kristen 2 Surakarta, then for the place was SMK Kristen 2 Surakarta, the actors were a teacher and students in class X TO, the activity learning activities for learning simple past tense in recount text.

b) Interview

In this research, the researcher interviewed an English teacher named Eunike Arini H, S.Pd and three students who represented all students in class X TO based on the problems. In this step, the researcher used the question list when interviewing the teacher and students.

c) Test

The researcher would determine the theme in the writing, the theme was class meeting experiences. Students would write about their experiences according to their creativity. It could be useful to support the problem description at the test stage and then the test results would be carried out using the Corder formula.

d) Documentation

This research was documentation from the student's work about using Simple Past Tense in recount text, the student's data, the student's score, and research photos. To analyse the data, the researcher used the model of qualitative analysis from Miles and Huberman (2014, in Yuliana et al., 2022)

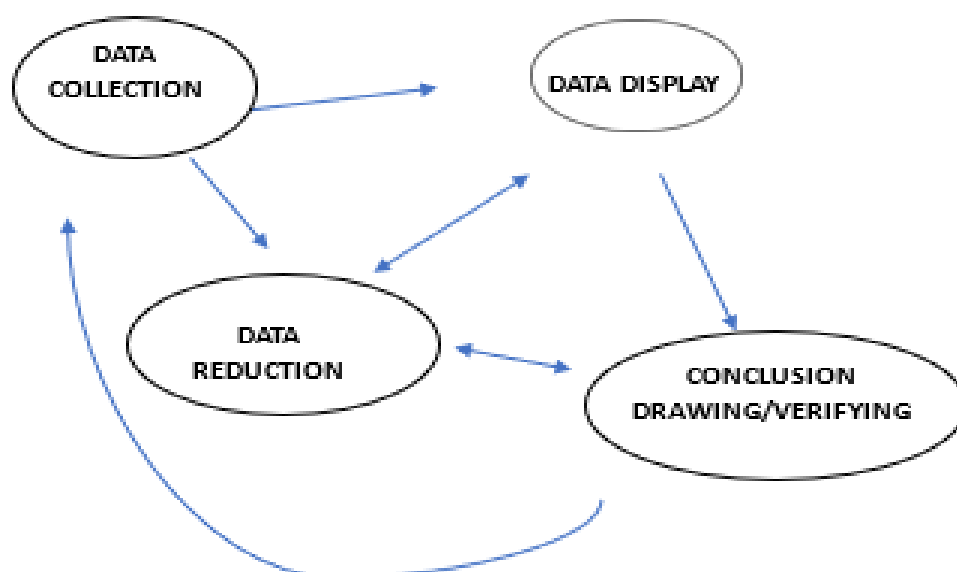


Figure 3.0 A qualitative analysis of Miles and Huberman (2014)

1. Data Collection

In this research, the results of interviews that have been conducted would be compared with data obtained during observation and from documentation, so that the data is more accurate.

2. Data Reduction

This stage aimed to make it easier for researchers to understand the data that has been obtained.

3. Data Display

In this research, the researcher would use graphs and tables to display data so that it looked more interesting and contains clear information.

4. Conclusions Drawing/Verification

In this stage, researchers needed to understand the data that was analyzed more clearly and further refine the methods that has been used.

The researcher also used the percentage formula from Corder (in Fithriani, 2020) to calculate the percentage of errors.

$$P = \frac{N1}{N} \times 100$$

Notes :

P = Percentage of each error

N1 = Total of given error

N = Total of whole error evaluation

4. Result

This test was conducted by the researcher on students on 28 May 2024 at 11.00 WIB in SMK Kristen 2 Surakarta. In this test, the researcher asked students to create a recount text with the theme of Class Meeting. This test aims to analyse the errors made by the students. The total number of errors made by students was 100%. The test result would be analyzed from omission, addition, misinformation, and misordering. The following is the recapitulation table of the error:

No	Error Type	Number of Students	Frequency of Errors	Percentage of Error
1.	Omission	13	20	$P = \frac{20}{100} \times 100\% = 20\%$
2.	Addition	0	0	$P = \frac{0}{100} \times 100\% = 0\%$
3.	Misinformation	28	77	$P = \frac{77}{100} \times 100\% = 77\%$
4.	Misordering	3	3	$P = \frac{3}{100} \times 100\% = 3\%$
	Total:		100	100%

From the table above, it was known that there were 20 errors in class X TO (Teknik Otomotif) at Christian Vocational School 2 Surakarta which made an omission error. The total error was 20%. In the first paragraph, 4 students made omissions. This total error amounts to 7%. In the second paragraph, 5 students made omission errors. This error amounts to 5%. In the third paragraph, 7 students made omission errors. This error amounts to 8%. Most omission errors occurred in the third paragraph, and many students did not understand regular verbs. Besides that, it was known that there were 77 errors in class X TO (Teknik Otomotif) at Christian Vocational School 2 Surakarta. The total error was 77%. In the first paragraph, 17 students made misinformation errors. This total error amounts to 23%. In the second paragraph, 15 students made misinformation errors. This error amounts to 19%. In the third paragraph, 35 students made misinformation errors. This error amounts to 35%. Most misinformation errors occurred in the third paragraph and many students did not know how to use irregular verbs and the verbs to be in simple past tense. Then, it was known that there were 3 errors in class X TO (*Teknik Otomotif*) at Christian Vocational School 2 Surakarta. In the second paragraph, 3 students made misordering errors. This error amounts to 3%. Most misordering errors occurred in the second paragraph and many students misordering of the verb. From these three paragraphs, it could be concluded that the number of errors in this test was 100%. The dominant type of error they made was misinformation because many students did not know how to use irregular verbs and the verbs to be in simple past tense.

5. Discussion

The researcher collected data using interviews and instruments. At the interview stage, the researcher interviewed the English teacher in class X TO (Mrs E) and three other people students (Y, V, and A) in class X TO. The researcher used Norrish's theory (in Hasyim, 2002) in determining the cause of errors namely carelessness, first language interference, and translation. In this study, carelessness was one of the causes of student errors. They made a mistake unintentionally, so they used English not based on the rules. According to Norrish (in Hasyim, 2002) Carelessness is caused by students not caring enough and lacking motivation to learn English. According to the teacher of the English lesson in class X TO (Mrs E), all students did not like English at all, especially in class X TO, maybe only 5 out of 28 students. The teacher said students were less motivated and interested in learning English based on their background and major. This was proven when the researcher asked three students in class X TO (*Teknik Otomotif*). Of the three students, two children liked English because they liked to play games and one did not like English because it was difficult to understand. The researcher asked their opinion about writing skills, then two students found it difficult and only wrote when asked by the teacher and one student said he liked it because he actively used social media. However, they did not have a note or diary to practice their writing skills. They also had limited vocabulary because they rarely learned and practised it. The ability to master vocabulary greatly influences their ability to understand simple past tense well. As can be seen from the pre-test or filling in the verbs, many of them made errors in writing and could not distinguish between verb 1 and verb 2, both regular and irregular. Writing in a diary can help students improve their understanding of tenses, especially the simple past tense. From the

interviews above, it could also be seen that there was a lack of motivation in writing and studying simple past tense.

In addition, the mother tongue of the three students was Javanese. As Norrish (1983, in Hadi Prakoso 2021) mother tongue was a form of habit. English is a foreign language for non-native speakers because it was not their everyday language. Learning new things was not easy because students can be disturbed by old habits. According to Mrs E, if the first language barrier causes a lack of student interest in learning English. So, it could be concluded from the interview results that first language interference was also the cause of students making errors. From the explanation above, it could be concluded that the causes of English learning errors, especially the used of simple past tense in recount texts in class X TO (*Teknik Otomotif*), were carelessness and the first language.

From the data analysis, the researcher concluded that the dominant error made by students was misinformation. Misinformation was errors in structure and morphemes. The students were still confused about the correct use of the structure. Students had limited vocabulary, especially in irregular verbs and used the nominal verb in simple past tense.

6. Conclusion and Suggestions

Through the research results above the researchers could conclude the mistakes made by students in class X TO (*Teknik Otomotif*) in using Simple Past Tense in Recount Text. Most of the errors were misinformation. Four errors occurred when using the simple past tense in recount text created by tenth-grade students, especially in class X TO. These types of errors were omission, misinformation, and misordering. Based on the findings of the students' test results, simple past tense was used in the recount text. It could be seen that in the written test, the topic was "Class Meeting". There were omissions with a total percentage of 20%, additions with a total percentage of 0%, misinformation errors with a total percentage of 77%, and misordering errors with a total percentage of 3%.

The causes of mistakes made by Class Norrish's statement include carelessness, first language and translation. In this research, there were only two types of causes of simple past tense errors in the past tense. There was carelessness and a first language. Carelessness occurred because students had limited vocabulary and deficiencies in motivation for learning. Apart from that, it was the first language to appear because students have not been used to learning English since childhood.

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