

THE ERROR ANALYSIS ON STUDENTS' MASTERY OF SIMPLE PAST TENSE IN WRITING RECOUNT TEXT OF THE EIGHTH GRADE AT SMPN 8 PURWOREJO IN ACADEMIC YEAR OF 2021/2022

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Abstract

This research involves analyzing the sentences and types of errors made by students when answering the simple past tense in the class VIII SMP N 8 Purworejo narrative writing test in the school year 2021/2022. This study is based on student observations. Students have difficulty in learning English. This study uses descriptive qualitative method. This study focuses on student error types based on surface strategy classification and describes common mistakes made by students. The subjects of this study are grade VIII students of SMP N 8 Purworejo for the school year 2021/2022. The number of students is 192 students. The sample taken was 32 students. This study used a single instrument. It was a test. The analysis results show that the average score of the students is 63.43 on the ability to master the simple past tense in the narrative text, which is 56-65, which is at the D-category level. There are 234 errors made by students reflected in student responses. These errors are classified into four categories. There are 43 additional items of 18.37%, 50 items with errors 21.36%, 101 items of false information 43.16%, 40 items with errors in the order 17.09%.

Keywords: Simple Past, Recount Text, Error Analysis, Students' Mastery,

1 INTRODUCTION

Language is a tool that people use in everyday life to communicate. It is used to convey information and discuss with others around the world. Language brings many different benefits to people, including communication, exchanging feelings and experiences as well as what they need.

English is a universal language. English is an international language, used by many people all over the world, as a second or foreign language. It is used worldwide. Therefore, people need to be fluent in English to improve professional quality and educational quality.

Based on the EF EPI English Proficiency Index 2021, Indonesia ranks 80th out of 112 countries. In this position, Indonesia is classified in the group with low English proficiency. While other ASEAN countries like Singapore take the 4th place, the Philippines is in the 18th place and Malaysia in the 28th place. 80th place is almost classed as having very low level of English. Based on this, we can see that English is very difficult to learn in Indonesia. English is very important to learn today because it is necessary in many aspects of life[1].

As the first foreign language, it is very important to introduce English as a foreign language to students, English aims to develop four skills as well as language components: vocabulary, structure, and pronunciation (oral) or spelling (written), which can produce an understandable text[2].

[3] The past simple is one of many tenses in English. It is used to describe completed activities that took place in the past. The past simple is one of the most important aspects of story writing. This confirms that it is impossible to learn to narrate a text without mastering the tenses. Students need advanced skills in mastering the simple past tense such as written material. Therefore, they have no difficulty speaking and responding to others.

In middle school, students learn several types of writing such as procedural text, narrative text, and narrative text. The narrative text recounts the author's experience in recounting the event. Students not only learn the function of story text, but also learn how to construct story text by understanding the

function, general structure, and linguistic features of story text. By writing a narrative text, children learn to express their ideas, thoughts, and feelings. Although it is not easy for students to express their ideas in easy-to-understand text[4].

Moreover, the author believes that students still need more knowledge to use the past simple in writing, especially when writing narrative texts. Therefore, the author is interested in implementing the topic "Analyzing fluency errors of students using the simple past tense when writing narrative texts in grade 8 at SMPN 8 Purworejo school in the school year 2021/2022".

2 METHODOLOGY

In this area the analyst examines the inquire about plan.[5] Investigate plan, specifically looking for subjective, quantitative, and blended strategies approaches and giving bearings for the method of a inquire about plan. [6]There are characteristics of subjective inquire about:

1. Qualitative research in natural settings is useful as a direct data source and the researcher is the key instrument.
2. Qualitative research must be descriptive. The data collected is in the form of words or images, not numbers.
3. Qualitative research prioritizes the process and not just the results or products.
4. Qualitative research more often analyzes data in an inductive way
5. "Meaning" is so important to a qualitative approach

Based on this theory, the researcher draws the conclusion that this research is a descriptive qualitative research, because the data are in the form of words, pictures, not numbers.

3 FINDING AND DISCUSSION

3.1 Data Description

In the research finding, the researcher analyzes and makes percentage the students' mastery from the students test by the eight grade students of SMP N 8 Purworejo in the academic year of 2021/2022.

3.2 Descriptive Analysis

Following the presentation of the test data, the researcher The researcher will explain detail the research findings below.

a. The Data of Students' Scores

The reasearcher uses essay test as the instrument. This test to know the students' mastery of simple past tense in writing recount text. The test given by 32 students. The researcher gives a code to each sample to make the process of analyzing data easily. The researcher will present the test result below.

Data of The Students' Result

No	Students Codes	Correct Score	Score
1.	S-01	15	75
2.	S-02	11	55
3.	S-03	14	70
4.	S-04	13	65
5.	S-05	4	20
6.	S-06	4	20
7.	S-07	14	20
8.	S-08	17	85
9.	S-09	11	55
10.	S-10	14	70

11.	S-11	16	80
12.	S-12	13	65
13.	S-13	12	60
14.	S-14	14	70
15.	S-15	15	75
16.	S-16	13	65
17.	S-17	13	65
18.	S-18	13	65
19.	S-19	13	65
20.	S-20	14	70
21.	S-21	14	70
22.	S-22	13	65
23.	S-23	11	55
24.	S-24	14	70
25.	S-25	13	65
26.	S-26	4	20
27.	S-27	11	55
28.	S-28	16	80
29.	S-29	14	70
30.	S-30	14	70
31.	S-31	13	65
32.	S-32	16	80
TOTAL		234	2030

From the table above, the total score of the students is 2030, and the average from the data is 63,43.

The researcher counts the data with the formula as explain in chapter III:

$$Me = \frac{\sum x}{n}$$

Where

Me = Mean (average)
 \sum = Total of scored observed
n = the total of items

$$Me = \frac{2030}{32}$$

$$Me = 63,43$$

From the data of the result above, 1 student get highest score that students S.8. the highest score is 85, and the lowest score is 20 gotten by S.5. S.6. and S.26. The researcher counts the students score the formula:

$$S = n \times 5$$

Where

S : Score

n : correct score

Example in S.8

$$\begin{aligned} \text{Score} &= 17 \times 5 \\ &= 85 \end{aligned}$$

After that, the analyst classifies the students' score of the test in a few categories as specify within the chapter III. The rate of the students' authority of basic past tense in composing describe content will be show howl:

The Students Mastery Category Percentage

No	Percentage	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Sufficient
4	40-55	Fairly sufficient
5	<39	Low

[7]Based on the level mastery above, it can be seen that students who get less than 39 are included in the low category, 40-55 are included in the fairly sufficient, 56-65 are included in the sufficient category, 66-79 are included in the good category, 80-100 include into the very good category. From the data above the average score is 63.43 including into sufficient level. The researcher will show the students' essay test scores based on the standard marked below:

The Frequency of the Students' Mastery of Simple Past Tense in Writing Recount

No	Value	Total	Percentage
1	Very Good	4	12.5%
2	Good	11	34.37%
3	Sufficient	10	31.25%
4	Fairly Sufficient	4	12.5%
5	Low	3	9.35%
	Total	32	100%

b. The Data of Students' Errors

There are four types of student's errors are found in answering simple past tense in writing recount text. They are omission, addition, misformation, and misordering. After the researcher analyzes students test there are found (234) items of errors. The researcher presents the result of error bellow:

Table 8. The result of types of students' errors are found in answering essay test about simple past tense in writing recount

No	Types of Errors	Number of Errors
1	Omission	50
2	Addition	43
3	Misformation	101
4	Misordering	40
	Total	234

Based on the table above there are four types of errors based on Surface Strategy Taxonomy. The researcher found the highest score is misformation it is 101 items, then omission is 50 items, then addition it is 90 and the lowest score is misordering it is 40 items. The total of errors who made by eight grade of SMP N 8 Purworejo are 234 items.

The researcher makes percentage of students' errors are found in answering simple past tense in writing recount text test with the following formula:

Where:

Explanation:

$$P = \frac{F}{N}$$

P = Percentage

F = Frequency of error's occurrence

N = Number of sample

Percentage of students' error.

- 1) Omission : $\frac{50}{234} \times 100\% = 21,36\%$
- 2) Addition : $\frac{43}{234} \times 100\% = 18,37\%$
- 3) Misformation : $\frac{101}{234} \times 100\% = 43,16\%$
- 4) Misordering : $\frac{40}{234} \times 100\% = 17,09\%$

Table 9. Frequency types of students' errors are found in answering the simple past tense in writing recount text test

No	Types of Errors	Number of Errors	Percentage
1	Omission	50	21,36%
2	Addition	43	18,37%
3	Misformation	101	43,16%
4	Misordering	40	17,09%
	Total	234	100,0%

From the data above we can see the percentage based on surface strategy taxonomy from the highest percentage are misformation 43,16%, then omission is 21,36%, then addition is 18,37% and misordering 17,09%.

3.3 Discussion

Based on the research finding above, the objective of this research are to know students mastery and types of students' errors are found in answering simple past tense in writing recount text.

1. The students' mastery of past tense in writing recount text

In this segment, the analyst would examine more approximately the students' authority of straightforward past tense in composing describe content : a case think about at eighth review of SMP N 8 Purworejo within the scholastic year of 2021/2022. After computing the information, the analyst concluded that the level of the students' authority and the category of the students' authority of straightforward past tense in composing describe content. It appeared the level of the students' dominance as takes after:

- 1) 4 students or 12.5% were classified into very good.
- 2) 11 students or 34.37% were classified into good.
- 3) 10 students or 31.25% were classified into sufficient.
- 4) 4 students or 12.5% were classified into fairly sufficient.
- 5) 3 students or 9.35% were classified into low

[8]Based on the computation score, the students' normal score was 63,43, it shown that the students' authority of straightforward past tense in composing describe content of the eighth review of SMP N 8 Purworejo within the scholastic year of 2021/2022 is adequate.

2. The students's errors of past tense in writing recount text

The findings showed that there are 234 errors made by the students. The most frequent errors made by the students in their simple past tense in writing recount text is misformation which consists of 101 errors or 43,16%, it is followed by omission with 50 errors or 21,36%. The next is addition which consists of 43 errors or 18,37%. And the last is misordering with 40 errors or 17,09%.

3. The Classification of Errors

In this research the researcher give essay test, in the essay test the researcher asking to the students to making a recount text with simple past tense.

The researcher has identified the students' error and calculated the number of each error. This table below is the recapitulation of the students' recount text writing error.

No	Students Codes	O	A	Mf	Mo	Frequency wrong answer
1.	S-01	1	0	3	1	5
2.	S-02	2	0	5	2	9
3.	S-03	2	3	1	0	6

4.	S-04	1	1	3	2	7
5.	S-05	4	3	4	5	16
6.	S-06	4	3	5	4	16
7.	S-07	1	1	4	0	6
8.	S-08	1	0	2	0	3
9.	S-09	1	1	3	4	9
10.	S-10	0	1	4	1	6
11.	S-11	2	1	1	0	4
12.	S-12	2	3	2	0	7
13.	S-13	2	1	5	0	8
14.	S-14	1	1	3	1	6
15.	S-15	0	0	4	1	5
16.	S-16	1	0	5	1	7
17.	S-17	2	1	4	0	7
18.	S-18	1	2	4	0	7
19.	S-19	0	2	4	1	7
20.	S-20	3	2	0	1	6
21.	S-21	1	1	3	1	6
22.	S-22	2	1	4	0	7
23.	S-23	2	0	5	2	9
24.	S-24	2	3	1	0	6
25.	S-25	1	2	4	0	7
26.	S-26	4	3	4	5	16
27.	S-27	1	1	3	4	9
28.	S-28	1	2	0	1	4
29.	S-29	1	0	4	1	6
30.	S-30	1	1	3	1	6
31.	S-31	2	1	4	0	7
32.	S-32	1	2	0	1	4
TOTAL		50	43	101	40	234

Note :
O : Omission
Ad : Addition
Mf : Misformation
Mo : Misordering

4. Types of Errors

After the researcher classifies the type of students' error that can be found in the students answer. The types of errors are omission, addition, misformation and misordering.

a. Omission errors

[9] Omission are categorized by the omitting item that should be appeared in a well-formed utterance. This errors occur when the learner omits the part of sentence, for example the learner omits verb, to be and many else.

From the finding above, total of omission is 50 items. It will show the example of omission from the test below:

1. (08) Then we went home.
2. (32) When we arrived at the hill, I felt so fresh. Air so pure.

From the data above the omission errors are the sentence which omit the part of sentence. In simple past tense there are two formula, they are positive form and negative form. In positive form, the verb should be in form verb 2 and in negative form should be added didn't with form verb 1. In the data number 1 the students omit the verb back to, from the data above the students is lack of vocabulary, they just know the the meaning of (went home), so they think without using verb (back to) the sentence is already correct. From the reason the data number 1 classified as omission error.

The data number 2 the students omit the article the. In the sentence above article the is belong to definite, it means the listener already know the thing (the air). In this case some of students still confuse about the use of article the, they assume article the is not useful in the sentence because they think sentence in English is same to sentence in Indonesia, for example in Indonesia *udara begitu murni*, So they think in English is air so pure. It is the correction of the data above:

1. (08) Then we went back to home.
2. (32) When we arrived at the hill, I felt so fresh. The air so pure.

b. Addition errors

[10] Addition is the presence of an item that must not appear in well-formed utterances. It occurs because the learners add something (to in front of the verb, be, in) in their sentence and it is not useful. For example in the student's test, the students add "to" their verb.

From the finding above the total number of addition errors is 43 items. It is the most errors the students make. The researcher will show the sample of students below:

1. (09) I and my friend visited to Kebumen
2. (04) I and my friend went to the Prambanan Temple
3. (03) I'm and my friend we went to the beach

From the data above addition is adding an unuseful thing in the sentence. In the data above, we can see that students are still confused about the simple past tense verb the base form of the verb, because there are many students choosing addition errors which add *to*, *s* and *be*. Most of students do not familiar with the use of verb, they are confused to distinguish verb using *to*, *s*, and *be*.

Besides, the researcher also found some of students also confused about it. The students did not understand with the simple past tense, they just write the answer they want, whereas in simple past tense only need verb 2 without adding anything. Here is the correction:

1. (09) I and my friend visited Kebumen
2. (04) I and my friend went to Prambanan Temple
3. (03) I and my friend went to the beach

c. Misformation errors

[11] Misformation error is which characterized by the wrong form of morpheme or structure. From the students result, misformation error is the failure of students in writing simple past tense using verb 2. They are using verb 1 in writing simple past tense, and they are still confuse in using verb 2.

Based on the finding above there are 90 items misformation errors. Here are the example of misformation error from students test:

1. (04) We see many kinds of animal
2. (07) There we watch a film in the Dieng Plateau theater
3. (08) Then we go to Borobudur to buy some souvenirs

From the data above, the data number 1, 2 and 3 can be identified that students are confused about simple past tense verb that is verb in misformation error the researcher made distractor with wrong form of structure, the students making simple past tense should be verb 2 but they are using verb 1. The students is lack of vocabulary but sometime they are lazy to open the dictionary. Here is the correction:

1. (04) We saw many kinds of animal
2. (07) There we watched a film in the Dieng Plateau theater
3. (08) Then we went to Borobudur to buy some souvenirs

d. Misordering errors

[12]Misordering blunder is the mistake that's characterized by erroneous situation of morphemes in an expression In this case a few of the understudies are confounded approximately the structure of straightforward past tense in composing relate content.

From the finding over, there are 40 things of misordering error. Some understudies don't know the right equation of basic past tense They compose sentences without seeing the equation. Here are a few of the case from students' mistakes:

1. (06) There I very happy in Beach Jatimalang
2. (09) in home my grandmother
3. (02) we eat in afternoon

From the data numbers 1-3 can be identified there is a wrong formula. The formula simple past tense is verb+object and do not+ verb +object. In the data above we can see some of the students choose random sentences in the test. Indonesian is very attached, so the students that even in English the sentence structure is the same. In addition, we return to the problem that students do not understand the structure of simple past tense. Here are the corrections:

1. (06) Jatimalang Beach
2. (09) In my grandmother's home
3. (02) we had lunch

The object of the sentence, omit preposition in and to. In, these types of omission it is classified as simple omission because the researcher just omits article preposition and so on. So the students do not too much attention to those parts of a sentence.

Archi-forms (the choice of one number of a lesson could be a common characteristic of all stages of moment language acquisition) is the sort of blunder within the utilize of expressive words, in this case, the understudies need information approximately illustrative words. Regularization (normal marker is utilized in put of an sporadic one) and utilizing verb 2, in these sorts of error, is the same as the case some time recently that students don't get it approximately verb. The final sort of mistake could be a sentence with a arbitrary structure. In this case, numerous of the understudies need information approximately the structure of basic past tense, it is since the understudies seldom open their content books.

Based on the result over, it can be clarified that the foremost overwhelming mistake is misformation 43,16% and the least misordering 17.09% numerous understudy blunders will reflect a part of need of information or students' shortcomings in understanding the straightforward past tense basic designs in composing relate writings.

4 CONCLUSIONS

Based on the discoveries and discourse over, most of the eighth-grade understudies of SMP N 8 Purworejo within the scholarly year of 2021/2022 still have trouble understanding the straightforward past tense in composing describe content. Based on the information found over, the normal score of the student's dominance is 63,56 into adequate level. There are 4 understudies categorized as exceptionally great (12,5%), 11 understudies categorized great (34,37%), 10 understudies categorized as adequate (31,25%), 4 understudies categorized reasonably adequate (12,5%), and 3 students categorized moo (9,35%). The whole of students' mistakes found in replying the straightforward past tense in composing describe content test is 234 things. There are 50 things of exclusion blunders

(21,36%), 43 things of expansion blunders (18,37%), 110 things of misinformation mistakes, and 40 things of misordering blunders (17,09%).

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