AN ERROR ANALYSIS OF USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT OF THE TENTH GRADE STUDENTS OF SMA AISYIYAH 1 PALEMBANG
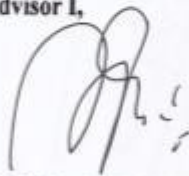
THESIS

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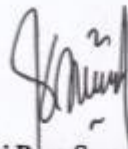
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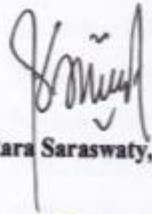
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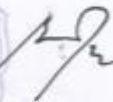
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ABSTRACT

Lovita, Marianti, 2019. *An error analysis of using simple past tense in writing recount text of the tenth grade students of SMA Aisyiyah 1 Palembang*.Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Sri Yuliani, S.Pd. M.Pd, and (2) Dwi Rara Saraswaty, S.Pd. M.Pd.

Keywords: An error analysis, past tense, recount text.

The title of this thesis was" *An error analysis of using simple past tense in writing recount text of the tenth grade students of SMA Aisyiyah 1Palembang"*. The formulation of the problems were (1) what the error types in using simple past tense of recount text faced by the tenth grade students of SMA Aisyiyah 1 Palembang? And (2) what the causes of the errors found in the use of simple past tense of recount text? Therefore the objectives of this study were (1) to describe what the types errors in using simple past tense in recount text, (2) to identify the causes of errors found on the use of simple past tense in students writing recount text. The sample of this study were 54 students taken by total sampling. The data were collected used qualitative method. And the instruments used to collected the data were writing test and interview. The researcher used percentage formula to analyze data. Based on the result of the study the researcher found fifty one errors in the students writing, the first category was omission. Consisted of plural 9.8% errors, irregular verb 5.8% errors, regular past 5.8% errors, copula 9.8% errors. The second category was addition. Consisted of noun 5.8% errors. The third category was misformation, consisted of irregular past 11.7% errors, irregular verb 29.4% errors, and regular past 13.7% errors. The last category was misordering that showed an error in noun 7% errors. In other words, the common type of errors in simple past tense was misformation. While, the causes of students errors were language transfer and lack of writing practice.

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Palembang, August 2019

The Researcher

ML

CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II LITERATURE REVIEW

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV FINDINGS AND INTERPRETATIONS

CHAPTER V CONCLUSIONS AND SUGGESTIONS

CHAPTER I

INTRODUCTION

This chapter discusses about (1) background of the study, (2) problems of the study (3) the limitation of problem, (4) the formulation of problem, (5) objectives of the study, and (6) significances of the study.

1.1 Background of the study

English is a foreign language and becomes a compulsory subject that must be taught officially at school. It is taught from elementary school up to University. Therefore, they must learn and master four basic skills such as listening, speaking, reading and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of them are to be improved in the process of teaching and learning English.

In the whole learning and teaching process of English, writing is considered as the most complicated skill of English. It is in accordance with Westwood (2008) states that writing is the most difficult because the development of writing requires the effective coordination which is cognitive, linguistics, and psycho-motor processes. Furthermore, Jack C. Ricard states that writing is the most difficult skill for second language learner to master of putting together strings of grammatically correct sentences.

Writing is a subject that learns about how to express an idea in written form. Nunan (2003:88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into

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statements and paragraph that to be clear to the reader. Moreover, Brown (2001:335) states that written product are often the result of thinking, drafting and revising procedures that requires specialized skill, skill that not every speaker develop naturally. In short, writing is a product by passing the process from thinking the ideas (planning), drafting, revising, evaluation (editing) until final draft.

Many students in senior high school still have difficulties in writing since they lack of vocabulary, spelling, and grammar. It is in fact, Saragih, Silalahi, and Pardede (2014) state that writing is difficult for the students because they lack vocabulary, spelling, and grammar (p. 56). Furthermore, Ngabut (2003) mentions there are four problems in writing; those are in content, organizing, vocabulary and grammar. When they attended an English class, they may have negative perspective. It is due to the fact that in learning English, the students must learn all of the aspect about tenses. Learning all the aspects in English tends to make the students confused and they would find some difficulties in implementing English grammar in writing context.

Moreover, in senior high school, the students are introduced to several English texts, such as narrative, recount, procedure, and so on. They are taught about the generic structure of the text which includes the tenses used in those forms of texts. Then, the students expected to master the simple tenses and to produce well-constructed English in good grammar. However, there are still many grammatical errors found when the students try to produce their own English writing. Brown (2000) states "an error can be seen from the

deviation of grammar in the native speaker" (p. 217). It means that when the students' in their production of language make errors it shows their lack understanding about the rule of language.

In this research, the researcher is concerned with recount text which is one of the text genres that the students learn. According to A.S Hornby states that recount text is one kinds of story genre, recount tells somebody about something, especially something that you have experienced. Ken Hyland in his book also mentioned the purpose of recount text is "to reconstruct past experiences by retelling events in original sequences". Furthermore, Anderson and Anderson (2003:24) state that the grammatical feature of recount text is the used of the simple past tense to retell the event. So, in writing past experience students use simple past tense which show the experience has been happened and indicated by past form. In short, recount text is retelling about past event that has been happened and indicated by past form.

The researcher chose recount text as a material in teaching English because it mostly tells about past events. Many students did not understand how to write this text correctly, especially to write the structures of contents in the text such as orientation. The student should express the beginning of the story as interested as possible so that the story is interesting to read. In other case, the students often made grammatical error. The students tended to ignore the grammatical rules in writing recount text.

Based on the reason above, the researcher is interested in conducting the research with the topic "An Error Analysis of Using Simple Past Tense in

writing Recount Text of the tenth grade students of SMA Aisyiyah 1 Palembang". The researcher wanted to know the students' ability in writing recount text by asking the students to write their past experiences. This research focused on an error analysis of using simple past tense faced by the tenth grade students of SMA Aisyiyah 1 Palembang.

1.2 Problems of the study

The problem focused in terms of the: 1) Limitation of the problems and 2) Formulation of the problems.

1.2.1 Limitation of the problems

The limitation of this research focused on an Error Analysis of Using Simple Past Tense in writing Recount Texts of the tenth grade students of SMA Aisyiyah 1 Palembang.

1.2.2 Formulation of the problems

Based on the discussion above, the researcher would like to formulate the problems as follows:

(1) What the error types in using simple past tense of recount text faced by the tenth grade students of SMA Aisyiyah 1 Palembang?

(2) What the causes of the errors found in the use of simple past tense of recount text?

1.3 Objectives of the Study

The objectives of this study were:

(1) To describe what the types of errors in using simple past tense in recount text.

(2) To identify the causes of the errors found on the use of simple past tense in students' recount text writing

1.4 Significances of the Study

This research was expected to give a contribution for students, English teacher, and other researchers.

(1) For Students

This research gave useful information for students at junior High School, Senior High School and University, they would know some errors face by the students of using simple past tense in recount text, and they would learn more about it.

(2) For English Teachers

This research could help teachers to correct students' errors of using simple past tense in recount text, they would find out a better strategy to teach it in order that the students can solve their problems.

(3) For Other Researcher

This research also could be used as a reference for other researchers who are interested in doing a further linguistic research which relates to using simple past tense in Recount text.

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