AN ANALYSIS OF ERROR IN SIMPLE PAST TENSE IN RECOUNT TEXTS MADE BY THE FIFTH SEMESTER STUDENTS OF NUSA CENDANA UNIVERSITY

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KEYWORDS	ABSTRACT
Student errors, Simple Past Tense, Recount text	This research entitled "An Analysis Of Error In Simple Past Tense In Recount Text Made By The Fifth Semester Students Of Nusa Cendana University In Academic Year 2020/2021. The purpose of this research are to describe errors made by the fifth semester students in using simple past tense in recount text and to find the causes of the errors made by the fifth semester students in using simple past tense in recount text. This research used qualitative descriptive method. The subject of this research was 25 students from fifth semester in academic year 2020/2021. This research used observation, document analysis, interview, and documentation to collect the data and to answer the research questions. From the recount text made by the fifth semester students, the reseacher found that there were four types of error made by the fifth semestr students. The errors were omission, addition, misformation and misordering. The researcher also found three causes of errors made by the fifth semester students such as carelessness, first language interference and errors as a part of language creativity. From the result of this research, the researcher has suggested that the fifth semester students should improve their grammar competence especially in the use of simple past tense. They should improve their habits in learning simple past tense and have motivation in learning. They should realize the importance of learning simple past tense, keep practicing and equipping the right strategies in learning simple past tense. The important one, they should be active in the process of learning English.

INTRODUCTION

Grammar is the study of forms (structures) in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence (scoot,1999:1). Grammar attempts to explain why sentences are acceptable. This means that grammar is a description of the rules that define how sentences in a language are formed. There are many parts of grammar, one of them is tenses. According to Lakoff and Johnson (1980), tenses is 'Timeline'. It means a line that is unbounded at both ends and segmented into three parts such as simple present tense, simple past tense, and simple future tense, so tense is a verb that functions to express differences in a specific time or event.

In this research, the researcher only focused on the simple past tense. Simple past tense is a definite time indicator terminating in the past, whether the time is given or not (Frank, 1972: 73). The

researcher sees that the simple past tense is mostly used in recount texts while simple present tense and simple future tense are not used in recount texts. It makes students easy to remember and construct simple present tense and simple future tense, but hard to understand simple past tense. Simple past tense is applied of various aspects in the world of writing. Simple past tense is used in various kinds of texts and discourses, such as recount texts, narrative texts, review texts, news items, biography and others. So, it is necessary to study simple past tense.

In this study, the researcher concerned in recount texts. According to Gerot and Wignell (1995), recount text is aimed at retelling past events which is to entertain or inform others. The whole tense that used in recount texts is simple past tense. However, to make a good and understandable recount text, the knowledge and the use of proper grammar, in this case is simple past tense is fully needed. In fact, most of the students in the fifth semester still confused about the use of simple past tense. Based from their answers to the questionnaire that the researcher gave to them during observation. The researcher observed by using a close questionnaire containing three main questions about simple past tense.

The fifth-semester students have been studying tenses since they were in junior high school. Although they already have time to learn simple past tense, they still make errors. Thisis because they do not understand what errors they made. Because of these phenomena, the researcher wants to analyze the errors they make in using simple past tense in recount texts. Based on the explanation above, the researcher decided to conduct research about "An Analysis of Error in Simple Past Tense in Recount Texts Made by the Fifth Semester Students of Nusa Cendana University in Academic Year 2020/2021".This research had two research problems. They were; What errors are made by the fifth semester students in using simple pasttense in recount texts and what are the causes of the errors made by the fifth semester students in using simple past tense in recount texts.

METHOD

This research used the qualitative descriptive method because the researcher wants to find out the types of errors made by fifth-semester students in recount text and also the causesof the errors. In this research, the researcher used "document analysis". Document analysis is the process of summarizing and reports writing data (Recount text made by the fifth semester students). The researcher collected the data which is the writing text from the fifth semester students, and the data would be reported as a descriptive paragraph.

The object of this study is the fifth-semester students in the English study program of Nusa Cendana University. The researcher used purposive sampling method to obtain the sample. The researcher distributed the offline questionnaire randomly to the fifth semester students as initial data to get the sample. There were 40 students from different classes such asclass A, D, E and F participating in answering the questions in the questionnaire. From the 40students, the researcher found that there were 25 students who found it difficult to understandsimple past tense and there were 15 students who found it easy to understand simple past tense. According to the initial observation, the research finally decided to use 25 students of the fifth- semester students in the English study program of Nusa Cendana University as the sample ofthis research.

In this research, the researcher used two instruments in collecting data and to answer the research problems. The first instrument is the fifth semester students document of recount text. The second instrument is the structured interview. The researcher held a meeting with the fifth-semester students and then they wrote their recount text in one hour. It was an offline meeting in the pandemic situation but the researcher and all the students followed the covid 19 protocols to stay safe. The researcher decide to hold an offline meeting to make sure that the fifth semester students really wrote recount text on their own self.

The researcher interviewed six respondents about the difficulties found by them in using the simple past tense. The researcher choose six respondents who made many errors in their recount text. The researcher asked five questions. The researcher took 20 minutes for 6 respondents so it took 3 minutes and 33 seconds for each respondent to answer the questions. The researcher analyzed the errors and

classified them into some types of grammatical errors based on the surface strategy taxonomy category by Dulay, Burt and Krasen (1982)

The researcher analyzed the possible cause of errors made by the fifth-semester students of the English department based on their answers in the interview.
The technique of data analysis is a crucial step in doing research. The data has to be analyzedin order to achieve the intended objectives. In this study, the researcher used a descriptive qualitative method which contains some procedure of data analysis as follows:

1. Identifying the grammatical errors from recount texts made by the fifth-semester students in using simple past tense. In this step, the researcher focused on the errors made by the fifth-semester students in usingthe simple past tense.

2. Classifying the grammatical errors.

   In this step, the researcher classified the grammatical errors made by the fifth students basedon the Dulay surface strategy taxonomy category.

3. Finding the possible causes of errors based on the fifth semester student's answers in an interview. In this step, the researcher showed up the possible causes of grammatical errors

FINDINGS & DISCUSSIONS

After reading and identifying those errors, the researcher then described the errors. The errors were described by grouping them in more detailed classification;

Types of errors

1. Omission

Omission errors were 1) Omission of verbs; regular verbs, irregular verbs, and verbs afterinfinitives, 2) Omission of regular past marker: -ed, 3) Omission of "to be" : was/were.

Table 1. Omission

Respondent's number	Error Identificationn	Error Correction	Error Description
S4	I had to * restfor freshen my body	I had to take a rest for freshen my body	Omitting theverb : take
S10	It* a memorable experience for me.	It was a memorable experience for me.	Omitting was after subject: it.
S15	We laugh and Cry	We laughed and cried	Omitting the suffix-*ed* in past regular verbs: Laughed and cried.

Table 1 shows that most students omitted the main part of sentences such as**; verb, 'to be' and suffix-**ed

2. Addition

There were one kind of addition errors were found in the research: 1) Addition of **"to be"**

in verbal sentence.

Table 2. Addition

Respondent's number	Error Identification	Error Correction	Error Description
S12	I was startedto singing when I waste years old.	I started tosing when Iwas ten years old.	Adding wasin verbal sentence

Table 2 shows that the students made addition error by adding 'to be' in verbal sentence.

3. Misformation

The kinds of Misformation error were Overgeneralization: 1) Regular past verbs, 2) Irregular past verbs, 3) Past form of modals; 4)Verb after "to infinitives", Alternating form: 1)To be: "was/were".

Table 3. Misformation

Respondent'snumber	Error Identification	Error Correction	Error Description
S23	I need one hourto arrived there.	It took one hourto arrive there	Misinformingregular past verbs need
S4	I get a lot of experience	I got a lot of experience	Misinforming irregular past verb: use see andget instead of saw and got.
S2	I will take her to go to Lawolein Beach.	I would take her to go to Lawolein Beach.	Using will instead of would
S18	I am happy	I was happy	Using am insteadof was

Table 3 shows that most of students made misformation error by using the wrong form in the sentences. Thestudents used verb or 'to be' in form of simple present tense instead of simple past tense.

4. Misordering

There were 2 kinds of Misordering error: 1) Adverb, 2)There was/were.

Tabel.4

Respondent's number	Error Identification	Error Correction	Error Description
S13	There we have many activities	We havemany activites there.	Misodering of adverb ofplace there.

S25	Because many visitors	Because there were many visitors.	Misorderingof there were

Table 4 shows that there are several types of misordering.

The Causes of Error

After classifying the students' grammatical errors based on surface strategy taxonomy, the writer interviewed six respondents in order to know the causes of errors that affected studentsmaking errors on their recount texts. The writer classified the causes of errors based on their answer in the interview into three types according to Nourish (1983). They are carelessness, first language interference, and errors as a part of language creativity.

5. Carelessness

This kind of error happened when students do not care enough of what they are doing, and sothey made errors. Those kinds of answers are classified in carelessness error.

According to Norris (1983) carelessness is often related to a lack of motivation. Thoseanswers are classified as the students' carelessness. They did not realize the habit of writingrecount text will help them improving their ability to understand tenses, especially the simplepast tense. Students did not have motivation in learning simple past tense. One of them did not write recount text because she was lazy. The others wrote recount text only if someone askedthem and if it was an assignment from college. Those things show that most of them have lack of motivation in learning simple past tense and to use it.

6. Language Creativity

This kind of error happened when the students only have limited experience of the targetlanguage so they still made some errors. Those answers are classified as language creativity.

Researcher: What do you think about learning simple past tense in campus?

S8: In my opinion, Learning simple past tense in campus is good and effective for me but sometimes I feel bored and did not listen seriously to the lecturers explanations so Ihave lack of knowledge when I want to write simple past tense sentences.

S4: I think learning simple past in campus is a good way to enrich my knowledge about simple past tense. In reality I often do not pay a full attention when lecturer explainthe material and I also have no time to practice it by myself.

S22: It is awesome because the lecture explained as clear and as detail. I often lack of concentration, which makes me less understanding of the simple past tense theory even though it has been well explained.

Norrish (1983) stated that "learners who are limited in their opportunities of listening to examples of the target languages tend to form hypothetical about the new language on insufficient evidence". Those answers are classified as Errors as a part of language Creativity. The learners have limited experience of the target language so that they made some mistakes.Those students had answered that the teaching system in college is good enough but the students sometimes loss of concentration and also did not pay attention to the explanations of the material so it makes them lack knowledge and information about the material and then they do the mistakes when they want to apply simple past tense in a sentence.

7. Language interference

This kind of error happened when the students still affected by their mother tongue. Those answers are

classified as first language interference.

S16: The biggest problem is I don't really understand about the concepts of simple past tense also when I try to practice simple past tense in a full sentence I still affected by Indonesian language and it makes me make mistake again.

S18: The biggest problem is I have always been influenced by the Indonesian language so that I often make mistakes when I apply the simple past

S19: Sometimes I am too fixated on Indonesian, which in the end makes me difficult to write even just a simple sentence in a simple past tense.

First language interference is how the learners are interfered by their mother tongue. Those answers are classified as the First Language Interference. Those students still affected by Indonesian language as their first language when they wrote simple past tense in recount texts.

From the research finding, the writer found four errors made by the fifth semester students. They are; omission of verb. Omission of 'to be' and omission of past marker - ed. Most of students omitted the main part of a sentences. An effective sentence must have a main verb, "to be" and past marker-ed for simple past tense. In fact some of the fifth semester students omitted those main part from the sentences. The second types of errors found was addition error of verb. In this part, some students made an error by adding a verb in a verbal sentence. We know that, verbal sentence does not need 'to be'. The third error that the writer found is "misformation". There are five types of misformation error, the first one is misformation of regular past verb, the second type of misformation error is misformation of irregular past verb, the third type of misformation error is misformation of past form of modals. The fourth type of misformation error is misformation of verb after to infinitives, The last type of misformation error is misformation of to be (was/were). Those types of errors happened because most of students used the wrong form of simple past tense. The students often used verb, "to be" or modal in form of simple present tense instead of simple past tense. The fourth error that the writer found is misordering, there are two types of misordering error. The first one is misordering of adverb. The second is misordering of "there was/were".

After found kind of error, the researcher did an interview to know the causes of error, there are three main causes of errors that affect students in writing simple past tense on their recount text. Those causes were concluded from the interview, they are of errors are carelessness, first language interference, and errors as a part of language creativity.

According to Norris (1983) carelessness is often related to a lack of motivation. Those answers are classified as the students' carelessness. They did not realize the habit of writing recount text will help them improving their ability to understand tenses, especially the simple past tense. Students did not have motivation in learning simple past tense. One of them did not write recount text because she was lazy. The others wrote recount text only if someone asked them and if it was an assignment from college. Those things show that most of them have lack of motivation in learning simple past tense and to use it.

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CONCLUSION

To answer the second research question of this study, the researcher asked 6 students to find the causes of errors by interview. The interview consisted of 5 questions. From the result of interview, the researcher found some information about the causes of errors. The first was students had lack of motivation in learning simple past tense then it cause carelessness. The second was the students still affected by Indonesian language when they made a sentence in English then it causes first language interference. The last was the students had lack of concentration of lecturer explanation so they could not understand the materials well, then these cause errors as a part of language creativity. The researcher found that there were three causes of errors, which are; carelessness, first language interference and errors as a part of language creativity.

In this research, the researcher had two research problems. The first problem was seeking the types of errors in recount text made by the fifth semester students in using simple past tense. The second problem was seeking the causes of the errors in using simple past tense made by the fifth semester students on their recount texts. To answer all those problems, the researcher analyzed document and did an interview. The documents were the recount text made by the fifth semester students. There were 25 students who have been writing recount texts. From the analysis of recount texts made by the fifth semester students

From this research the researcher found that there were four types of errors made by the fifth semester students. Omission, addition, misordering and misinformation. There were three causes of errors, carelessness, first language interference and errors as a part of creativity.

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