AN ANALYSIS OF ERRORS IN SIMPLE PAST TENSE IN RECOUNT TEXTS WRITTEN BY EIGHTH GRADE STUDENTS OF SMP PANGUDI LUHUR 1 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Eukharistia Netanel
Student Number: 131214051

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Yogyakarta, 11 December 2017
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Rohandi, Ph.D.

iii
DEDICATION PAGE

I CAN DO ALL THINGS THROUGH HIM WHO STRENGTHENS ME
PHILIPPIANS 4: 13

BUT BLESSED IS THE ONE WHO TRUSTS IN THE LORD, WHOSE
CONFIDENCE IS IN HIM
JEREMIAH 17:7

This thesis is dedicated to:
My special parents, Abewara Listyarini and Suranta
My little brother, Bernato Listyo Nugroho
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 December 2017

The Writer

Eukharistia Netanel
131214051
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Writing is considered as the most complicated skill of English for students in junior high school. It is because the students should understand how to produce good sentences and they also should learn all aspects about tenses, especially the knowledge and the use of simple past tense. Furthermore, the students still make some errors in their writing related to tenses.

In this study, there are two research questions proposed by the researcher: (1) what are the common types of errors in simple past tense found in recount texts written by the eighth grade students of SMP Pangudi Luhur 1 Yogyakarta? and (2) what are the causes of errors in the students’ writing? The researcher intended to identify the common types of errors in the students’ writing and also understand the causes of errors.

In this study, the researcher used qualitative research. The participants were the students in class F of Eighth Grade of SMP Pangudi Luhur 1 Yogyakarta. The data were gathered from the students’ writing and interview.

The results of this study showed that there were eighty-nine errors and two common types of errors in the students’ writing; they were omission and misinformation. The researcher also found out that some errors done by the students were found in regular past in omission and irregular past in omission. From the study, it can be concluded that one of the causes of errors was that the students still had carelessness even though they stated that they could do the task well. Moreover, the students admitted that they were still affected by Bahasa Indonesia. Thus, the students can practice more in writing and learn more about the rule of simple past tense. Hence, the teacher also helps the students by improving the understanding of the language system in the target language.

Keywords: Error analysis, simple past tense, writing, recount text, junior high school students
ABSTRAK


Menulis dianggap sebagai keterampilan yang sulit dari Bahasa Inggris untuk siswa SMP. Hal itu terjadi karena siswa harus memahami bagaimana memproduksi kalimat dengan baik dan mereka juga harus mempelajari semua aspek tentang *tenses*, khususnya pengetahuan dan penggunaan dari *simple past tense*. Disamping itu, siswa juga masih sering melakukan kesalahan dalam penulisannya.

Dalam penelitian ini, ada dua pertanyaan yang digunakan sebagai acuan penulis yaitu (1) kesalahan apa yang sering muncul pada penulisan *recount text* yang dibuat oleh siswa kelas delapan di SMP Pangudi Luhur 1 Yogyakarta? (2) apa penyebab dari siswa membuat kesalahan dalam penulisannya?. Penulis bermaksud mengidentifikasi tipe kesalahan yang sering muncul dalam tulisan siswa dan juga dapat memahami penyebab dari penulisannya.


Hasil penelitian ini menunjukkan terdapat delapan puluh sembilan kesalahan dan dua tipe kesalahan yang sering muncul di dalam penulisan siswa, yaitu *omission* dan *misinformation*. Penulis juga menemukan beberapa kesalahan yang sudah dilakukan oleh siswa yaitu *regular past* di *omission* dan *irregular past* di *omission*. Dari penelitian ini, dapat disimpulkan bahwa salah satu dari penyebab lain kesalahan yang sering dilakukan siswa adalah sikap kecerobohan mereka. Walaupun, mereka mengungkapkan bahwa mereka dapat mengerjakan tugas dengan baik. Selain itu, siswa mengakui bahwa mereka dipengaruhi oleh Bahasa Indonesia. Karena alasan itu, siswa seharusnya dapat berlatih lagi dalam menulis dan mempelajari tentang penggunaan *simple past tense*. Dengan demikian, guru dapat lebih membantu siswa untuk meningkatkan pemahaman dari susunan kebahasaan dalam bahasa kedua.

Kata kunci: *Error analysis, simple past tense, writing, recount text, junior high school students*
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>FIGURE</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
<tr>
<td>CHAPTER I</td>
<td>1</td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>C. Research Significance</td>
<td>5</td>
</tr>
<tr>
<td>1. For Students</td>
<td>5</td>
</tr>
<tr>
<td>2. For English Teacher</td>
<td>5</td>
</tr>
<tr>
<td>3. For Future Researchers</td>
<td>5</td>
</tr>
<tr>
<td>D. Definition of Terms</td>
<td>6</td>
</tr>
<tr>
<td>1. Errors</td>
<td>6</td>
</tr>
<tr>
<td>2. Error Analysis</td>
<td>6</td>
</tr>
<tr>
<td>3. Recount Text</td>
<td>7</td>
</tr>
<tr>
<td>4. Simple Past Tense</td>
<td>7</td>
</tr>
<tr>
<td>5. 8th Grade Students of SMP Pangudi Luhur 1 Yogykarta</td>
<td>7</td>
</tr>
<tr>
<td>CHAPTER II</td>
<td>8</td>
</tr>
<tr>
<td>A. Theoretical Description</td>
<td>8</td>
</tr>
</tbody>
</table>
1. Errors ........................................................................................................... 8
   a. The Definition of Error ................................................................. 8
   b. Error Analysis ............................................................................. 9
   c. The Types of Errors .................................................................... 10
      1) Omission .............................................................................. 10
      2) Addition ................................................................................ 11
      3) Misinformation .................................................................... 11
      4) Misordering ......................................................................... 11
         1) Interference Errors .......................................................... 12
         2) Intralingual Errors ............................................................... 12
         3) Developmental Errors ......................................................... 12
   d. The Causes of Errors .................................................................... 13
      1) Carelessness ........................................................................... 13
      2) First Language Interference ................................................... 13
      3) Error as a Part of Language Creativity .................................... 14
      4) Translation ........................................................................... 14
      5) Overgeneralization ................................................................. 14
      6) Contrastive Analysis ............................................................... 15
      7) General Order of Difficulty ..................................................... 15
      8) Incomplete Application of Rules ............................................. 15
      9) Material-Induced Errors .......................................................... 16
     10) Foreign Language Errors ......................................................... 16
     11) Second Language Errors ......................................................... 16
   e. Errors and Mistakes ..................................................................... 16
   f. Simple Past Tense ........................................................................ 17
   g. Recount Text .............................................................................. 19
      1) Orientation ........................................................................... 19
      2) Events ................................................................................... 19
      3) Reorientation ......................................................................... 20
   h. Previous Studies .......................................................................... 20
B. Theoretical Framework ........................................................................ 22
CHAPTER III.................................................................................................................. 24
  A. Research Method..................................................................................................... 24
  B. Research Setting...................................................................................................... 25
  C. Research Participants .............................................................................................. 25
  D. Instruments and Data Gathering Technique.......................................................... 27
    1. Document Analysis from Students’ Writing Tests ................................................. 27
    2. Interview................................................................................................................... 28
  E. Data Analysis Technique .......................................................................................... 29

CHAPTER IV ...................................................................................................................... 31
  A. Errors Made by the class F of Eighth Grade Students of *SMP PANGUDI LUHUR I* Yogyakarta in Writing Recount Texts 31
  B. The Causes of Errors in Simple Past Tense in Recount Texts Written by Eighth Grade Students of *SMP Pangudi Luhur I* Yogyakarta ......................................................................................... 38
    a. Carelessness .............................................................................................................. 38
    b. First Language Interference .................................................................................. 40

CHAPTER V ......................................................................................................................... 41
  A. Conclusions............................................................................................................... 41
  B. Recommendations ..................................................................................................... 42
  C. Implications ............................................................................................................... 43

REFERENCES..................................................................................................................... 45

APPENDICES ..................................................................................................................... 48
LIST OF TABLES

Appendix

Table 3.1: Types of errors ................................................................. 27
Table 4.1: The Category of Omission in use of Copula (To Be) .......... 33
Table 4.2: The Classification of Omission of Plural .......................... 29
Table 4.3: The Classification of Omission of Plural ......................... 34
Table 4.4: The Classification of Omission of Irregular Past .............. 35
Table 4.5: The Classification of Omission of Irregular past ............... 36
Table 4.6: The Classification of Omission of Regular Past ............... 37
FIGURE

Appendix

Figure 4.1 The common types of error in eighth students’ writing ................. 32
LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1. The Result of Classification of Types Errors by Ellis</td>
<td>49</td>
</tr>
<tr>
<td>Appendix 2. Interview</td>
<td>58</td>
</tr>
<tr>
<td>Appendix 3. The Letter of Inquiry to Conduct Research</td>
<td>65</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of this research. This section consists of four parts. It includes research background, research question, research significance, and definition of terms.

A. Research Background

Learning English is important since it has become an international language. Moreover, English helps someone to apply higher education in an English-speaking country. Based on Mahu (2012), when someone follows a study abroad program, learning English will help him/her to develop English language skills inside or outside the class. In addition, English enters the formal education as a lesson to be taught at schools. In Indonesia, the students are familiar with four language skills, namely listening, reading, writing, and speaking. Listening and reading are classified into receptive skills while writing and speaking are productive skills. In the whole learning and teaching process of English, writing is considered as the most complicated skill of English. It is in accordance with what Westwood (2008) states that writing is the most difficult because the development of writing requires the effective coordination which is cognitive, linguistic, and psycho-motor processes. Furthermore, Bayat (2014) mentions that writing expression is a difficult skill for the students.
It is true that the students in junior high school still have difficulties in writing since they lack vocabulary, spelling, and grammar. According to Saragih, Silalahi, and Pardede (2014), “Writing is difficult for the students because they lack vocabulary, spelling, and grammar” (p. 56). When they attend an English class, they may have negative perspective. It is due to the fact that in learning English, the learners must learn all of the aspects 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. Writing is such a complex intellectual task. It consists of some component skills, such as spelling, grammar, diction, vocabulary, etc. This can be proven from the research conducted by Darus and Subramamam who examined 72 essays written by 72 Malaysian secondary school students. They found out that most of the students’ writing showed students’ misunderstanding about rules and grammar applied in English writing (as cited in Joan, 2016, p. 62). Similar research was also done by Sama-Ae, who conducted a descriptive qualitative research on the writings of Bandar School Patani Junior High School in Thailand, found 73 errors in linguistic items (as cited in Hidayat, 2011, p. 3). Furthermore, in a study disclosed by Megaiab (2014), in 140 writings made by the junior high school students that she examined, there were 1654 grammatical errors found. Those were related to spelling, plural nouns, tenses, uses of prepositions, articles, and punctuation.

In junior 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. Since
then, the students have been expected to master the simple tenses and to produce a well-constructed English text in good grammar. However, there are still many grammatical errors found when the students are trying 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 the students’ error can be seen from the lack of knowledge of the rule in the target language.

In this study, the researcher is concerned with a type of text, which is recount text. Based on Gerot and Wignell (1995), recount text aims at retelling past event which is to entertain or inform others. It means that recount text can be their personal diaries, letters, biographies, and speeches (Anderson & Anderson, 2003, p. 49). Due to the fact that a recount text is intended for retelling a person’s experience, it has to be written in a proper grammar in order to avoid any misunderstanding for the readers.

Recently, Indonesia is using Kurikulum 2013 in the education system. In this system, recount text must be learned in detail in the 8th grade of junior high school. A recount text requires a good use of simple past tense. However, grammatical errors found in students’ writings are related to many aspects of grammar, such as tenses, subject-verb agreement, plural nouns, the use of conjunction and preposition, spelling, and punctuation. Therefore, 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 this study, the researcher would like to focus on analyzing the use of the tenses because the researcher still found some errors in students’ writing when the researcher taught eighth grade students
in SMP Pangudi Luhur 1 Yogyakarta for one and a half a year. Mostly the students were still confused about the use of simple past tense. Referring to this phenomenon, the researcher found three reasons why it is important to analyze students’ errors in writing. First, to find out what their difficulties are. Based on the error analysis, the researcher can classify the errors and then can make some suggestions to teacher or tutor in what area the students need to be improved. Hence, the students can avoid making the same errors in their writing. Second, to help the students by showing the common errors in their writing which hopefully could improve the students’ understanding. Third, to give references for future teachers or researchers to make a medium for helping the students in understanding target language and implement writing into sentence or paragraph.

B. Research Questions

There are two research questions formulated in this research, they are as follows:

1. What are the common types of errors in simple past tense found in recount texts written by the eighth grade students of SMP Pangudi Luhur 1 Yogyakarta?
2. What are the causes of errors in the students’ writing?
C. Research Significance

This study is expected to give benefits for students, English teacher, and future researcher.

1. For Students

This study is useful for students because the students can write more accurately and correctly in the future. This study could help the students to avoid making the same errors, especially producing their own writing in using simple past tense form. One of the ways to do that is paying attention with the changes of verbs and to know how to make a good sentence. Furthermore, the students can improve their writing in simple past tense form in the recount text.

2. For English Teacher

This study is meaningful for English teachers because the analysis can be used as a reference if they want to make a medium for teaching recount text, particularly in using simple past tense. Teachers could help the students to understand more about the changes for past form by the knowing the students’ difficulties so that the English teachers will be able to teach better and more creative. Moreover, the English teachers should help the students in the development of communication in target language.

3. For Future Researchers

This study is significant for future researchers in order to give them idea how to teach simple past tense form better for students so that the students can understand more about the rule of simple past tense inside recount texts.
Furthermore, the future researchers can help the students decrease to make errors especially errors in omission and misinformation.

D. Definition of Terms

1. Errors

Ellis (2003) says that “error shows gaps in knowledge that learners have; error can appear because the learners do not know what is correct” (p.17). In addition, Ellis (2008) states “an error (in this technical sense) takes place when the deviation arises as a result of lack knowledge” (p. 48). In this study, the errors found is in eighth grade students writing about recount text.

2. Error Analysis

According to Richards, “Error analysis is the study of errors made by the second and foreign language learners” (as cited in Hasyim, 2002, p. 43). Since this study would like to show the errors in the students’ writing, the researcher employs this theory. Additionally, Crystal defines that “error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics” (as cited in Hasyim, 2002, p. 43). In this study, error analysis is a technique which is used by the researcher to identify and interpret the students’ error. The researcher would like to analyze and interpret the students’ writing in recount text.
3. **Recount Text**

According to Knapp and Watkins (2005), recount text is defined as telling experience of a series event. It describes sequences of events which is written by the writer to show what and when it occurred in the past. The aim of recount text is to inform about an event or to entertain people.

4. **Simple Past Tense**

Frank (1972) reveals that past tense indicates definite time which is related to the past. Based on *A student grammar of spoken and written English* written by Biber, Conrad, and Leech (2002), they state that simple past tense indicates to describe past events and situations. Hewings (2005) further states that the simple past tense is used when something happens at a specific time in the past.

5. **8th Grade Students of SMP Pangudi Luhur 1 Yogyakarta**

SMP Pangudi Luhur 1 Yogyakarta is one of private schools in Yogyakarta. It is located in Jalan Timoho 2 Number 29, Yogyakarta. The participants of this study came from F class of 8th grade students of SMP Pangudi Luhur 1 Yogyakarta. This class consists of 42 students.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several theories related to several issues of the study. The researcher divides this chapter into two major sections. They are theoretical description and theoretical framework. The first part explains about some theories related to the study and the second part explains about the framework of the study to answer the research questions.

A. Theoretical Description

The researcher deals with some theories which support the conduct of the study. They are divided into 3 parts, namely errors, simple past tense, and recount text. The theories help the researcher to analyze the types of errors of simple past tense made by eighth grade students of Pangudi Luhur Junior High School.

1. Errors

The researcher uses the theories of errors to find out the answer to the research questions. The theories are taken from the definition of errors, error analysis, the types of errors, and the causes of errors.

a. The Definition of Error

Errors happen when the learners have lack of knowledge in process of language learning in target language. An error can be seen from the deviation of adult grammar of native speaker that reflects on the learners’ competence (Brown, 2007). In addition, the description of learner’s error is caused by the process of
reconstruction from the first language into the target language (Ellis, 2008, p. 50). Mourtaga states that errors happen because the learners have not had enough knowledge within target language so that they cannot be self-corrected (as cited in Abushihab, 2014, p. 214). Hence, the learners do not know whether they have used appropriate utterances in the target language or not. When the learners make error and no one gives correction to those language, they will make incorrect form. In this study, the researcher finds some errors in writing of eighth grade students of Pangudi Luhur Junior High School.

b. Error Analysis

Brown (2000) argues that error analysis is a technique to analyze a learner's errors; they can be observed, analyzed, and classified which reveal something that comes from a system operating within the learners. Error analysis is very important for a researcher and teacher in order to reveal how far the students understand language learning and what difficulties the learners get from what they have learned in learning process. Thus, errors play a part as a positive element in language learning because the teachers can reflect the learner’s systematic attempts to master the new language (Mourssi, 2013). As for example, by committing errors, the learners will show their understanding and difficulties for the teachers to work on. From error analysis, it can be seen whether the learners are affected by their mother tongue interference or they have not understood the rule of target language. Error analysis is needed in order to (a) figure out someone’s capability in knowing a language, (b) figure out someone’s way in learning a language, and (c) get information about common difficulties in
language learning, because they will be a really helpful aid in teaching or in the preparation of teaching materials (Hasyim, 2002). Therefore, error analysis is needed by the researcher to analyze recount text written by eighth grade students in Pangudi Luhur Junior High School. Furthermore, the researcher can identify the areas of difficulty that are faced by class F of eighth grade students in Pangudi Luhur Junior High School.

c. The Types of Errors

The researcher discusses types of errors which are taken from Dulay, Burt, and Krashen (1982), as cited from Ellis (2008). They are divided into four major types of errors which classifications have been identified as follows:

1) Omission

Omission errors are the absence items which any morpheme or word in a sentence is not well-formed (Ellis, 2008). It means that the learner omits the item that should appear in a good utterance. Omission has two types of morphemes. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. In the other hand, grammatical morphemes are little words that play a minor rule in delivering the meaning of a sentence. They include noun and verb inflections (the –s in birds, the –s in Mother’s, the –ed in looked, the –ing in laughing), articles (a, the, an), verb auxiliaries (is, will, can, etc.); (is, was, am, etc.), copula, short plural, long plural and preposition (in, on, under, etc.) (Dulay, Burt, & Krashen, 1982). Dulay, et al. (1982) argue that the learners can make errors in a part of omission because they have limitations of capacity in acquiring the rule of target
language (as cited in Maniam & Rajagopal, 2016). The example of omission is “She sleeping.” The item in a sentence does not contribute to the meaning of sentence.

2) Addition

Addition errors are the presence of an item which is not supposed to appear in a well-formed one (Ellis, 2008). In this part, types of addition errors are divided into irregular past, regular past, article, and preposition (Dulay et al., 1982). For instance, “We did not went there”. As shown in the example, the auxiliary “did not” should not be followed by past verb, it should change into present. Thus, the sentence should be “we did not go there”.

3) Misinformation

Misinformation error comes from the use of the wrong item of the morpheme or structure (Ellis, 2008). Misinformation error is divided into regular past, auxiliary, preposition, and possessive pronoun (Dulay, et al., 1982, p. 169-170). The example of misinformation is “The dog ated the chicken”. The sentence contains misinformation in the use of regular past. The verb “eat” is an irregular verb so it should be changed into past form which is “ate”.

4) Misordering

Misordering errors are described by the incorrect placement of a morpheme or group of morphemes in an utterance (Ellis, 2008, p. 52). The example of misordering error is “what daddy is doing?”. The sentence has error because there is an incorrect placement. To be, “is”, should be put between “what” and “daddy”. The correct sentence should be “what is daddy doing?”.
Moreover, the researcher finds three sources of psycholinguistic errors that have been identified by Richards as cited in Ellis (2008) as follows:

1) **Interference Errors**

According to Richards, interference errors are caused by the interference of the learners’ mother tongue (as cited in Ratnah, 2013). E.g. “The man skinny”. A Spanish speaker produces the word rule of Spanish adjectival phrases so he/she literally translates the grammatical form into the learner’s first language (Dulay et al., 1982, p. 171).

2) **Intralingual Errors**

The errors are made by the learners who have known the general characteristics of rule learning into the target language but they still fail to apply the rules. E.g. “She goed to the market.” In that example, the learner knows the rule of simple past tense, but the learner applies a wrong concept. It can be caused by the learner’s ignorance on the use of verb two as simple past tense has irregular verb and regular verb. In that sentence, the word of “goed” should be changed to “went” because the word “go” is irregular verb. So, the verb should be changed if an action happens at a particular time (Bayinah, 2013).

3) **Developmental Errors**

The errors occur when the learners attempt to construct hypotheses about the target language on the limited experience (Ellis, 2008). Developmental errors are made by children learning the target language as their first language (Dulay at al., 1982). For example: “Dog eat it”. The learner omits the marker of article and the verb past marker. The correct sentence should be the dog ate it, these are
found in the speech of young children in learning English as first language (Dulay et al., 1982).

d. The Causes of Errors

One of the reasons why the learners make errors is that they have not mastered the second language yet. They lack second language knowledge and the way they are thinking may cause difficulties into the second language. It is strengthened by Ellis and Barkhuizen (2005) who reveal that the learners make errors because they have difficulties in their experiences in accessing to the target language knowledge when they communicate. The researcher uses three of eleven causes of errors by Norrish (1983) because those theories are related to this study which helps the researcher in analyzing the eighth grade students writing. The three causes of errors consist of carelessness, first language interference, and error as a part of language creativity. The researcher will elaborate them as follows:

1) Carelessness

Carelessness is often related to lack of motivation. Many teachers will acknowledge that it is not always the students’ fault; maybe the material of presentation does not suit the students. One way of reducing errors in students writing is to get the students to check each other’s writing (Norrish, 1983, p. 21).

2) First Language Interference

Norrish (1983) stated that, “learning a language (a mother tongue or foreign language) was a matter of habit formation” (p.22). The factor that makes the learners’ error is the mother tongue or first language interference. Mother
tongue interference is how the learners are interfered by their mother tongue. It is related to how human being learn a language (Norrish, 1983, p. 22).

3) **Error as a Part of Language Creativity**

Norrish (1983) states, “learners who are limited in their opportunities of listening to examples of the target language tend to form hypothetical rules about the new language on insufficient evidence” (p. 34). The learners only have limited experience of the target language so that they still make some mistakes. According to Norrish (1983), there are two types of creativity in language use. The first type is the learners’ ability to use the parts of the language that he has learnt to say something however in the same way they have deviant from the target language form. The second type is the people who work of literature in another language on creative arts, it deals with novels, poems, and songs.

4) **Translation**

Translation is the common error made by the students. In this case, the learners make errors because they translate word by word of idiomatic expressions from first language into target language (Norrish, 1983). Besides, the learners are aware that they have not known suitable expression so that they only use the language system which they have been familiar (Norrish, 1983).

5) **Overgeneralization**

Overgeneralization is a type of error by blending two structures that people have learnt in the early stage (Norrish, 1983). The example is “we are visit the zoo”. In the example above, the sentence shows a blending of continuous and the simple present (Norrish, 1983).
6) **Contrastive Analysis**

Contrastive analysis compares two language systems which have different backgrounds. It was meant to help teachers predict the areas of difficulty and errors. However, the application of this approach seems to fail the aim of predicting the errors based on the language structure. It was found that not all the areas of difference between a mother tongue and target language have resulted as error (Norrish, 1983). On the other hand, contrastive analysis could be helpful for the teachers to improve familiarity of target language and background language and characterize the students’ errors based on the teachers’ knowledge. The example is when the students in Thai speak some words begin with the “-ng” sound in English sing. This sound does not occur at the beginning of words in English (Norrish, 1983).

7) **General Order of Difficulty**

General order of difficulty is the learners of English as a foreign language are difficult to distinguish between the English sounds. The example is the children learning to speak their mother tongue (Norrish, 1983).

8) **Incomplete Application of Rules**

The possible cause of error in incomplete application of rules is where the learners are encouraged to repeat the questions. The example is the teacher said “do you read much?”, then the student replied “Yes, I read much”. Another cause is the learner communicates to other people with deviant form (Norrish, 1983).
9) **Material-Induced Errors**

There are two types of error that can be caused by teaching materials. They are false concept and ignorance of rule restrictions, for instance many teachers of English employ present continuous tense form in the wrong situation. Besides, ignorance of rule restriction is to construct of false analogies (Norrish, 1983).

10) **Foreign Language Errors**

Interference from another language can become the possible cause of error in language learning (Norrish, 1983), for example when the students are learning English in classroom, the English teacher will use textbook. The errors will emerge when the teacher teaches or textbook use (Norrish, 1983).

11) **Second Language Errors**

The English learners not only appear in the classroom, but it can appear outside the class. Because English is found at many countries, which is used at official language there. When the varieties of English heard outside the classroom, they will be difference in the standard version in English (Norrish, 1983).

e. **Errors and Mistakes**

According to Brown (2000) an error is caused by the competence error. Meanwhile, a mistake is caused by performance error. To distinguish between error and mistake, they have their own factor. First, the factor of error comes from the learner’s competence. The learners cannot be self-corrected because they lack knowledge of the rules of the language (Brown, 2000). Furthermore, the learner made some errors consistently so it is called error as well. Second, the factor of
mistake comes from slip of tongue, fatigue, and inattention (Dulay et al., 1982), it is caused by failing to utilize system correctly (Brown, 2000). A mistake is inconsistent deviation from the learner in learning language when sometimes the learner gets something wrong in the use of certain item or form, but sometimes the learner gets something right (Norris, 1983). In this study, the researcher chose errors because the researcher looks at the students who make the errors, it is not caused by slip, but the learner’s competence.

f. Simple Past Tense

Simple past tense is a tense used to tell events or actions in the past. According to Parrot (2010), while telling stories that happened in the past, the actions or events require a period of time for example last week, at the weekend, and others. In addition, Azar and Hagen (2009) state that simple past tense indicates an activity or situation began and ended at a particular time in the past. Furthermore, the verbs in simple past tense are divided into two types, they are regular verb and irregular verb including past tense of the verb be (Kirn & Jack 2002).

The first type of simple past tense is a regular verb, which is the verb that inflected by suffixes –ed at the end of the verb. Azar and Hagen (2009) provide a list of regular verbs namely lived, started, and listened. Besides, they also give an example of the sentence for regular verb, which is “I walked to school yesterday”. The example of regular verb is “walk” in which the verb is a regular verb that should be changed into past form. Thus, the verb “walk” should be added by suffix –ed to be “walked”. The second type is irregular verb, which is different
from a regular verb because an irregular verb has a more specified change for a particular verb. The converted forms of the verbs are usually in a dictionary. As a result, the learner should memorize the changed of past verb (Bayinah, 2013). For example, “I bought a new car three days ago”. The verb “buy” will change into past form, “bought” (Azar & Hagen, 2009). When simple past tense is modified to negative form, the main verb will change into present. From the example “I walked to school yesterday” and “I bought a new car three days ago”, they will change to “I did not walk to school yesterday” and “I did not buy a new car three days ago”. It is done since the rule of negative form in simple past tense requires by adding “did not” before main verb and automatically the main verb should change into present. Not only regular verb and irregular verb but also there is a verb of be, when there is no verb both regular and irregular. Simple past tense has a rule form after subject, it should be added be (was, were). To be was is followed by subject I, she, he, it, whereas to be were is followed by subject you, they, we (Bayinah, 2013).

On the other hand, there are spelling regulations of regular verb form in simple past tense. The first is when the simple form of verb is ended in a consonant –e, it should be added by –d for example: dated, hoped. The second is if a simple form of verb is ended by –y and –y is preceded by a consonant, it should be replaced by –I then it is added by -ed, for example studied, tried. Meanwhile, if –y is preceded by a vowel, the verb should not change but keep by adding –ed at the end of verb. The third, if a simple form of verb is ended by –ie, it should be added –d by the ending of the verb, exception –w and –x are not
doubled. For example: lied and died. The fourth, if the simple form of a one syllable word ends a consonant, it should be added –ed for example: listened, offered (Azar & Hagen, 2009).

g. Recount Text

Recount text is a text of which function is to retell the sequences of events which happened at a particular time. The notion of recount text is also stated by Anderson and Anderson (1997), who say that recount text is a piece of writing that retells past events in which the purpose of recount text is to entertain the readers. In addition, Sudarwati and Grace (2006) state, “the purpose of recount text is to tell the readers what happened in the past through a sequence of events” (p. 30). Thus, recount text means to retell the story which happened in the past and to give entertainment to the readers. Recount text has three schematic structures, namely orientation, events, and re-orientation (Anderson & Anderson, 1997, p. 24). The researcher elaborates the schematic structures as follows:

1) Orientation

Orientation takes place in the opening of the first paragraph. The writer usually gives information about 5 W (what, who, when, why, and where). Based on Boardman, the orientation provides details background information about who, what, where, and when (Saragih, Silalahi, & Pardede, 2014).

2) Events

In the recount text, the main important step is the event, because the event tells what happened in a chronological order (Sudarwati & Grace, 2006). It means that the main of the story in the recount text takes place in the event.
3) **Reorientation**

The reorientation in the recount text is the closing of the story. In this part, the writer usually concludes all things that happened in the past or retell what happened in the end of story (Saragih, Silalahi, & Pardede, 2014).

**h. Previous Studies**

The researcher employs five previous studies to support this study. First study is an undergraduate paper entitled *An Analysis on Grammatical Errors Made by ELESP Students in Writing the Research Proposal* by Lestari (2014). The researcher analyzes the chapter I of the research proposal. This study only focuses on grammatical errors from minimum requirements made by ELESP students. The result shows that the researcher found 33 errors in omission, 12 errors in addition, and 57 errors in misinformation. Bahasa and carelessness are the causes of errors which appeared frequently in the research proposal.

The second study is an undergraduate paper entitled *The Grammatical Error Analysis on Using the Simple Past Tense in Writing Recount Text* by Bayinah (2013). The researcher analyzes and classifies the types and the sources of students’ errors in using the simple past tense in writing recount text. The researcher classifies errors with Corder’s theory. The result of the error analysis shows that the students make errors into four types: omission, miselection, addition, and ordering. Miselection is the most appeared in the students writing. Most of the students are affected by mother tongue and Indonesian logical thinking (interlingual transfer). In the other hand, the errors happen because the students generalize and apply incompletely.
The third study is an undergraduate paper entitled *A Study of Errors in Descriptive Text Writing of the Tenth Grade Students of SMA Tiga Maret Yogyakarta* by History (2015). The researcher focuses on errors made by tenth grade students of SMA Gama Yogyakarta in writing descriptive text. The result shows that the most appeared error in the students’ descriptive text is omission, there are 135 errors found. The factors of errors by the students are carelessness, first language interference, translation, and overgeneralization.

The fourth study is a journal entitled *Analysing the Students’ Grammatical Error on Writing Narrative Text* by Janah (2015). The researcher focuses on analyzing grammatical error on the second semester students in the narrative writing. The result of the study shows that the researcher finds the most of mistakes made by the students are missing subject, missing be in simple predicate, wrong simple predicate missing be, superfluous be, misinformation of passive form, the verb comes after the subject, pronoun form, agreement, and reference.

The fifth study is an undergraduate paper entitled *Subject-Verb Agreement Errors Made by Students in Paragraph Writing Class* by Mali (2011). The researcher concerns with subject-verb agreement errors made by the second semester students in one paragraph writing class of ELESP in 2010/2011 academic year. The result shows that the researcher finds the most of errors, which are misinformation category, omission category, and addition category. The researcher finds five major causes of errors, such as interlingual error, ignorance of rule restrictions, incomplete application of rules, false concepts hypothesized, and carelessness. Those previous studies are analyzing errors made by the
students’ writing. In this study, the researcher only focuses on the use of tenses especially simple past tense in recount text written by eighth grade students in SMP Pangudi Luhur 1 Yogyakarta. Thus, the researcher does not analyze the grammatical errors, but only took some parts.

B. Theoretical Framework

In the theoretical framework, the researcher discusses the description of some theories that are related in answering the research questions. In this chapter, the researcher conducts this study using the definition of errors analysis by Brown (2000). Error analysis occurs when the learners make errors which these errors can be observed, analyzed, and classified to reveal something what the learners have got (Brown, 2000). Hence, the researcher analyzes the data from the students’ errors in their recount text writing in simple past tense by using Brown’s theory of error analysis.

The researcher classifies the errors by using the theory from Dulay, et al. (1982) as cited from Ellis (2008). The researcher employs Ellis’s theory of surface strategy taxonomy of errors because it is more general from original theory of Dulay, Burt, and Krashen. Hereafter, Ellis argues that there are four types of errors; omission, addition, misinformation, and misordering. After the researcher finds common types of errors in the students writing, the researcher attempts to know deeper why the students got errors in the writing. To answer the causes of errors, the researcher describes the cause of errors used by Norrish (1983). However, the researcher only classifies errors that are related to the study. They are two parts, namely carelessness and first language interference. Furthermore,
the researcher also pays attention to the students’ form of simple past tense in telling past experience because the students tell about something happened in the past so then the researcher uses theory by Azar and Hagen (2009). In that theory, they explain the form of simple past tense and provide some examples for irregular and regular verb. Then, the researcher focuses on the schematic structures in the recount text whether the students’ stories have been written correctly text or not. The researcher conducts the study based on the theory by Anderson and Anderson in 1997.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher discusses the method used in this research. The discussion of this chapter includes research method, research setting, research participants, instruments and data gathering technique, and data analysis technique.

A. Research Method

This study used qualitative method because the researcher wanted to find out the errors in eighth grade students’ writing of Pangudi Luhur Junior High School. According to Ary, Jacobs, and Razavieh (2002), “qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables” (p. 25). The goal of qualitative method is to obtain deep understanding in narrative rather than numerical data.

The researcher analyzed the collected data with content analysis. Based on Ary, Jacobs, and Sorensen (2010), “content analysis focuses on analyzing and interpreting recorded material to learn about human behaviour” (p. 29). The researcher chose document analysis because the researcher took data from the students’ writing and that data would be processed into a report. After that, the researcher put the data into categories based on Ellis’s theory. According to Cohen, Manion, and Morrison (2011), “document analysis defines the process of summarizing and reports written data” (p. 563).
Furthermore, there are some purposes of document analysis in educational research. They are (1) to identify bias, prejudice, or propaganda in textbooks, (2) to analyze types of errors in students’ writing, (3) to describe prevailing practices, (4) to discover the level of difficulty of material in textbooks or other publications, and (5) to discover the relative importance of, or interest in, certain topics (Ary et al., 2002, p. 442). From the purposes mentioned above, the researcher took one of the purposes that was related to this study, namely “to analyze types of errors in students’ writing”. The data was obtained from students’ writing in recount text. Since writing a recount text uses simple past tense, the researcher would analyze the regulars and irregular verb and adverbs used.

B. Research Setting

The researcher conducted this study in class F of eighth grade students of Pangudi Luhur Junior High School, who learned about recount text in the even semester of 2016/2017 academic year. Thus, the researcher collected the writing on 11th of April, 2017. After the researcher finished collecting the data, the researcher analyzed the students’ writing to answer the first research question. Furthermore, the researcher interviewed five students to answer the research questions. An Interview with five students was held in May 2017.

C. Research Participants

The participants of this study were the eighth grade students of class F in SMP Pangudi Luhur 1 Yogyakarta which consists of 42 students. The first reason
for choosing the class was that the researcher noticed several errors on regular and irregular verbs from the students’ writing. Even though the researcher already taught simple past tense to the students in another school, the researcher often found some simple past tense errors in the students’ writing so that the researcher wanted to analyze the students’ writing in recount text. The second reason, the researcher had ever taught class F in 8th grade students so that it was easier for the researcher to get permission from SMP Pangudi Luhur 1 Yogyakarta. Furthermore, the researcher received the students’ writing from the tutor in class F. When the researcher received the students’ writing, the researcher found out only fifteen students who gave contribution to write the story and give their writing.

After analyzing the students’ writing, the researcher made a table to classify the data into types of errors according to Dulay, Burt, and Krashen (1982). Furthermore, the researcher divided participants into three categories, namely the least, moderate, and highest group of errors. The least category, the students who made errors from 0-3 errors. The moderate category, the students who made errors from 4-7 errors. The highest category, the students who made errors from 8-12 errors. Moreover, the researcher only took a student in the least number of errors; there were two students who were taken by each category from moderate and highest number of errors. As a result, the researcher took five students to be interviewed. The students were chosen because those five students represented 3 categories, namely highest number of errors, middle number of errors, and least number of errors.
D. Instruments and Data Gathering Technique

In gathering data, the researcher employed two kinds of instruments. They are document from the students’ writing and interview. This part helps the researcher to find out the result of the study.

1. Document Analysis from Students’ Writing Tests

The research instrument of this study was a writing test for the students about past experience in the form of recount text. The test was intended to answer the first research question. To find out some errors, the researcher identified from Ellis’s theory (2008) who divided into four categories, namely omission, addition, misinformation, and misordering. The categories could be seen in Table 3.1

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error</th>
<th>Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.......</td>
<td>......</td>
<td>......</td>
<td>.......</td>
</tr>
<tr>
<td>2</td>
<td>.......</td>
<td>......</td>
<td>......</td>
<td>.......</td>
</tr>
</tbody>
</table>

Furthermore, the researcher also calculated the number of errors by each student. Then, the researcher only used percentage to see the students who highest, moderate, and least number of errors. The formula is as follow:

\[ P = \frac{F}{N} \times 100\% \]

<table>
<thead>
<tr>
<th>P</th>
<th>: Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>: Frequency of error occurred</td>
</tr>
</tbody>
</table>
2. Interview

The researcher obtained more information by interviewing the students. Besides, the researcher used one type of sampling, namely stratified sampling. According to Ary, et al. (2010), stratified sampling is “the population consists of a number of subgroups, strata that may differ in the characteristics being studied” (p. 153). Stratified sampling helped the researcher choose the students. Therefore, the researcher chose five students to be interviewed based on the various types of errors in Ellis’s theory (2008).

Interview is very important for the researcher to get information on why the students made errors. Cohen, et al. (2011) stated that interview expresses the participants’ feeling and give information what the participants’ situation have from their own point of view. Furthermore, Ary, et al. (2002) argued that interviews can be used to gather the data on subjects’ opinion, beliefs, and feelings about the situation of the interviewer’s perspective. The researcher asked several questions related to this study. Moreover, the researcher used open-ended interview because it has sequences of questions and the exact wording. The questions are to show the possible reasons of why the students made the errors from the analysis of their writing.

In this data gathering technique, the researcher asked three questions for the students to figure out the possible causes of simple past tense error found in their recount text writings. Moreover, the researcher made an appointment and
met them outside the class to conduct the interview. The questions list can be seen in Appendix 2. The conversations were recorded during interview.

E. Data Analysis Technique

In this section of research, the researcher describes the data analysis technique used to answer the research questions. In order to be able to analyze the documents, the researcher used four main categories to answer the research questions. The categories here were taken from Dulay, Burt and Krashen such as omission, addition, misinformation, and misordering (as cited in Ellis, 2008, p. 52). The categories included in omission occurs when the item which must appear in a well-formed utterance is absent. Addition is about the presence of certain item which must not appear in the utterance. Misinformation occurs when certain form of morpheme or structure is wrongly used. Misordering is about the incorrect placement of a morpheme or group of morphemes in the utterance. By analyzing the simple past tense errors using those four categories, the research was able to answer the first research question. The researcher also made a table to classify the types of errors according to Ellis’s theory (2008).

After classifying the students’ writing into categories based on Ellis’s theory (2008), the researcher triangulated the data by asking Monica Ella Harendita as the thesis advisor to recheck again whether the researcher’s analysis of the students’ writing was correct or not. Thereafter, the researcher calculated a number of errors per each student, then the researcher knew the number of errors per each student. The researcher divided into three groups, namely the number of errors about 0-3 errors, they put on the least number of errors, the number of
errors about 4-7 errors, they put on the moderate number of errors, and the last, the number of errors about 8-12 errors, they put on the highest number of errors.

The researcher took two respondents in each group, except the group of least number of error the researcher just took one respondent. The researcher obtained five respondents from three categories based on the analysis of Ellis’s theory.

Furthermore, the researcher arranged an interview by choosing five students. The researcher obtained students’ possible reasons of making the errors in recount text. Those interviews contained several questions as cited in Norrish related to whether the students rechecked the task again and had difficulties in writing or not and the students could answer the reasons behind. After obtaining the answers from those interviews, the researcher then could draw a conclusion to find out the possible answer to the second research question.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data and answers the research problems. The researcher divides this chapter into two sections, which are the errors made by eighth grade students’ writing and the causes of errors in the students’ writing. The data has been analyzed from document analysis and interview.

A. Errors Made by the class F of Eighth Grade Students of SMP PANGUDI LUHUR 1 Yogyakarta in Writing Recount Texts

In this part, the researcher analyzed fifteen texts written by the students. The researcher analyzed errors in accordance with Ellis’s theory (2008) from taxonomy of errors. Errors were classified into four types of errors by Dulay, Burt, and Krashen as cited in Ellis (2008), namely omission, addition, misinformation, misordering. From the analysis, the researcher found eighty nine errors in students’ writing. The types of errors of the class F in simple past tense used in recount text can be seen in Figure 4.1.
In Omission, there were 8, 3% plural errors, 59, 7% irregular past errors, 8,3% main verb errors, 18% regular past errors, 4,1% copula errors, 1,4% article errors.

In addition, there were 50% article errors, 25% preposition errors, and 25% regular past errors. In misinformation, there were 58, 3% regular past errors, 41, 7% preposition errors. The last category was misordering that showed an error in adverb 100% errors.

In the research result, the researcher found two common types of errors frequently happen in the students’ writing. They were omission and misinformation.

Based on Ellis’s theory (2008) from surface strategy taxonomy of errors, the researcher presented some categories of omission, in Table 4.1:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Erroneous Sentences</th>
<th>Participants</th>
<th>Correct Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4</td>
<td>I very free and happy.</td>
<td>B4</td>
<td>I was very free and happy.</td>
</tr>
</tbody>
</table>
A7
We happy because we can do the best.

B7
We were happy because we could do the best.

Based on the table, the student [A4] omitted copula of grammatical morpheme between subject and adjective in the sentence. Janah (2015) revealed that making a sentence needs a subject and verb or to be. In this case, sentences A4 and A7 do not have “to be” after the subject, whereas it was needed to form a correct sentence. Based on Azar and Hagen (2009), “to be” or copula in simple past was “was” for subject I, he, she, it and “were” for we, they, you. The sentence [A4] required copula “was”. Thus, the sentence should be [B4] “I was very free and happy”. The second line in the sentence [A7] omitted “were” and had two words errors: “were” and “could” but the researcher focused on copula. Then, the correct sentence was [B7] “we were happy because we could do the best”.

Another category of omission was related to plural nouns in which the suffix of the word needs –s. Table 4.2 presented the examples of omission of plural.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Erroneous Sentences</th>
<th>Participants</th>
<th>Correct Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>After school I and Putra cycling together to visit some place.</td>
<td>B1</td>
<td>After school, Putra and I cycled together to visit some places.</td>
</tr>
<tr>
<td>A4</td>
<td>I flirt some boy in there.</td>
<td>B4</td>
<td>I flirted some boys in</td>
</tr>
</tbody>
</table>
The next day, I used the laptop to play some games.

Table 4.2 presented the examples of plural, namely “some”. The addition of -s to number [A1] indicated that the students should add –s at the end of the word of “place” because the student intended to point some places. Dulay, et al. (1982) have an example for classification of omission like the –s in cookies. The noun “cookie” required –s because the word “many” requires plural object. The correct sentence of first sentence was [B1]. Then, the second and the third sentence also used the word “some”, so the students should add suffix –s at the end of noun. Azar and Hagen (2009) explain that the word “some” was plural countable noun so that after at the end of noun in countable plural was added by –s/–es.

Other cases were found from the students as follows:

<table>
<thead>
<tr>
<th>Participant Number</th>
<th>Erroneous Sentences</th>
<th>Participant Number</th>
<th>Correct Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4</td>
<td>There was many handsome tourist.</td>
<td>B4</td>
<td>There were many handsome tourists.</td>
</tr>
</tbody>
</table>

In the example above, the student [A4] wrote the word “many” which indicated plural noun. In addition, Azar and Hagen (2009) stated that the word “many” indicates countable noun in plural. This sentence, the student omitted
suffix –s from the noun “tourist”, and therefore that sentence was not grammatically correct. Hence, the correct sentence was [B4] “there were many handsome tourists”. This case was in line with Lestari (2014) as well. She found a student who made omission in plural. She argued that when the noun shows plural, the word of noun should be added by –s in the end of the word.

On the other hand, the researcher found some examples of the students who omitted main verbs, for examples:

<table>
<thead>
<tr>
<th>Participants Number</th>
<th>Erroneous Sentences</th>
<th>Participants Number</th>
<th>Correct Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7</td>
<td>We contest at 26 march 2017.</td>
<td>B7</td>
<td>We held a contest on 26th of March 2017.</td>
</tr>
<tr>
<td>A12</td>
<td>Last year, me and my family holiday in bali.</td>
<td>B12</td>
<td>Last year, my family and I had a holiday in Bali.</td>
</tr>
</tbody>
</table>

Sentences [A7] and [A12] were not well-formed because between the subject and noun, there was no verb in each sentence. The appropriate verb that should be added in sentence [B7] was held and in sentence [B12] was had. Thus, the correct sentences could be seen in sentences number [B7] and [B12].

From the result, the researcher found that some students made errors in regular past and irregular past. They still used present form in making the sentences. Some students made sentences as follow:
Table 4.5 The Classification of Omission of Irregular Past

<table>
<thead>
<tr>
<th>Participants</th>
<th>Erroneous Sentences</th>
<th>Participants</th>
<th>Correct Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>At the park I and Putra have some games too.</td>
<td>B1</td>
<td>At the park, Putra and I had some games too.</td>
</tr>
<tr>
<td>A2</td>
<td>Fourth day, we went to my aunty’s house and eat Malang meatball.</td>
<td>B2</td>
<td>On the fourth day, we went to my aunty’s house and ate Malang meatball.</td>
</tr>
</tbody>
</table>

In the table above, the examples were taken from the students writing had errors in irregular past which had been classified in the table. Sentence [A1] stated that “at the park I and Putra have some games too”. The sentence had grammatical morpheme error especially in irregular past. Irregular past of the word in sentence was “have”. The sentence should be changed into past form because the student wrote their experience in the past so that the main verb should had been changed into past form. Therefore, the correct verb of the sentence was [B1] “At the park, Putra and I had some games too”. Another example, number [A2] was “Fourth day, we went to my aunty’s house and eat Malang meatball”. The sentence also had a error in verb, namely “eat”. As a result, the sentence [B2] should be “On the fourth day, we went to my aunty’s house and ate Malang meatball”. Azar and Hagen (2009) revealed that the word “have” and “eat” included irregular verb when those in the past should had been changed into past form as “had” and “ate”.
The last classification of grammatical morpheme of omission was regular past. In regular past, the students did not put suffix at the end of the word. The example can be seen in the table 4.6.

<table>
<thead>
<tr>
<th>Participant Number</th>
<th>Erroneous Sentence</th>
<th>Participant Number</th>
<th>Correct Sentence</th>
</tr>
</thead>
</table>

In the table above, the student should be added suffix –d at the end of the word “guide”. Bayinah (2013) stated that a verb is ended by –e if changing into past form, at the end of the word should be added by –d. Consequently, the correct sentence was [B2] “my aunty guided us to Jatim Park 2”.

The second common type of errors was misinformation. Some students frequently made errors in regular past and preposition. The researcher would show the errors from the students as follows:

[A1] Last time I and Putra was a best friends.

Sentence [A1] was incorrect because the subject of its sentence is plural, the subjects (we, they, you) use auxiliary “were”. Azar and Hagen (2009) revealed that the subject “they” should use the to be “were”. Thus, the sentence should be [B1] “Last time, Putra and I were best friends”. Besides, the example of preposition in misinformation is [A7] “We contest at 26 march 2017”. When writing date, month, and year the student should add suitable preposition, namely
“on”. Therefore, the correct sentence was [B7] “We held a contest on 26th of March 2017”.

B. The Causes of Errors in Simple Past Tense in Recount Texts Written by Eighth Grade Students of SMP Pangudi Luhur 1 Yogyakarta

In this section, the researcher tried to analyze and classify the students’ writing from class F. The researcher took five students to be interviewed. The interviews were transcribed to make it understandable. The transcription could be seen in Appendix 2.

In the interview, the researcher discussed causes of errors by using Norrish’s theory (1983). In this case, the researcher employed two factors to analyze the cause of errors because those are related in this study. Those factors were carelessness and first language interference. The researcher would like to show the result of interview:

a. Carelessness

When the researcher asked five students whether they could finish their task well, all of them stated that they could do the task well. It was proven by the second participant who said

“Iya saya dapat mengerjakan.”
(“Yes, I could do task well”).

The fourth participant also answered

“Iya, saya mengerjakannya sebisa saya dan semua yang saya tahu tentang recount text.”
(“Yes, I did it as best as I could”).

Therefore, all of the students trusted themselves for doing the task.
However, the researcher asked the students again whether they rechecked their task. Two out of the five participants did not recheck their task again. The second participant said that

“Saya tidak mengecek tulisan karena saya kira sudah benar.”
(“I did not recheck the writing because I thought everything was correct”).

The third participant also added

“Saya tidak mengecek kembali karena waktu singkat jadi tidak sempat mengeceknya.”
(“I did not check again because the time was limited so I did not have much time to check it”).

The importance of this part was the researcher can prove that the students were not aware of rechecking their task. Norrish (1983) also said that carelessness was caused by a lack of motivation for students so that they make errors in writing.

The first participant also responded

“Iya, ada beberapa yang saya periksa kembali karena untuk memastikan atau mungkin ada beberapa yang terlewat karena kurang teliti.”
(“Yes, I checked some sentences because I wanted to make sure whether there were some numbers that were not done yet”).

The student still had doubt on the result of doing task, although the student had rechecked her task. According to Lestari’s discussion (2014), she revealed that a student has motivation to recheck again her writing but she is not careful to check the whole sentences so that it causes errors. Besides, this case was in line with the discussion from History (2015), he explained that the students did not have rechecked again for their works because they are hurry in accomplishing the writing. As a result, the students should have motivation to check again the
writing. Not only rechecking their writing, they could ask their friend to peer checking so that it helped them to improve their writing as well.

b. First Language Interference

Learning a language was a matter of habit. When the learner was learning the target language, sometimes the learner was still affected by the mother tongue (Norrish, 1983). Five participants realized that they were usually still affected by Indonesian language’s structure. It is stated by the second participant

“Ya saya masih terpengaruh bahasa Indonesia karena saya ingin memastikan artinya benar.”
(“Yes, I was still affected by Indonesian Language because I wanted to make sure the meaning of the writing was correct.”).

In addition, the first participant also said

“Masih terpengaruh mbak. Kadang apa yang saya maksud di Bahasa Indonesia berbeda di dalam Bahasa Inggris.”
(“I was still affected by Bahasa Indonesia, Miss. Sometimes what I meant in Indonesian language is different in English”).

In line with discussion Lestari’s discussion (2014), Indonesian definitely affected the writing style so that when students make sentence, the sentence is weird. In addition, Mali (2011), students have been accustomed to make Indonesia sentence. Thus, the students are difficult to apply complicated rules in writing English.
CHAPTER V
CONCLUSION, RECOMMENDATIONS, AND IMPLICATIONS

This chapter presents the three main parts. The first part is conclusions from the research findings. The second part is the researcher provides the suggestion for the students, the English teacher, and future researcher. The third part is the benefits for the students and the English teacher.

A. Conclusions

In this study, the researcher had the two research problems. The first problem was seeking the common types of errors in simple past tense in the students’ writing in recount text. The second problem was seeking the reasons for errors. To answer all of those problems, the researcher conducted a document analysis and interview. The documents were the students’ writing of class F of eighth grade students in SMP Pangudi Luhur 1 Yogyakarta.

From the collected data, there were 15 students who had written recount texts. From the analysis of the students’ writing, the researcher found eighty nine errors in the students’ writing. The first category was omission. They were plural (8,3% errors), irregular past (59,7% errors), main verb (8,3% errors), regular past (18% errors), copula (4,1% errors), article (1,4). The second category was addition. They were article (50% errors), preposition (25% error), regular past (25% error). The third category was misinformation. They were regular past (58,3% errors), preposition (41,7% errors). The last category was misordering that
showed an error in adverb (100% error). In other words, the common types of errors in simple past tense are omission and misinformation. In the students’ work, it is found that there are 74 errors in omission and 12 errors in misinformation. The researcher frequently found some errors in irregular past in omission and regular past in omission.

To answer the second research question of this study, the researcher asked five students to know the causes of errors by interview. Those questions consisted of three causes of making errors which are carelessness and first language. From the result of interview, the students admitted that they could do the task well. Other students did not check again because they trusted themselves so that it caused carelessness. Meanwhile, the students stated that Bahasa affected them when writing in English.

B. Recommendations

This study provided some suggestions for the students, the English teacher, and the future researchers.

1. For the students

The students could be more concerned about the errors so that they will not make errors. They should learn more about simple past tense so that they know the rule of simple past tense. Moreover, the students should practice more in writing recount text. The students should also memorize the past verbs so that they understood the change from present into past form.
2. **For English teachers**

   English teachers could explain more about simple past tense and give some exercises on regular and irregular verbs. Besides, they could show the frequent errors made in recount text writing so that the students will not repeat the errors. They could give information for the students who have not mastered the rule of simple past tense yet.

3. **For future researchers**

   This study could be a reference to conduct another study. The researcher believes that there are many phenomena and aspects for errors which may not be found by the researcher yet. Therefore, the researcher can inspire future researchers to conduct similar study.

C. **Implications**

   From the study that has been conducted by the researcher, the researcher expected the students and the English teacher to obtain several benefits from this study as follows:

1. **For the students**

   It was useful for students because the students could write more accurately and correctly in the future. This study could help the students to avoid making the same errors, especially producing their own writing in using simple past tense form. One of the ways to do that was paying attention to the changes of verbs and understanding how to make a good sentence. Furthermore, the students could improve their writing in simple past tense form in the recount text.
2. **For English teachers**

   It was meaningful for English teachers because the analysis can be used as a reference if they want to make a medium for teaching recount text, particularly in using simple past tense. Teachers could help the students to understand more about the changes for past form by the knowing the students’ difficulties so that the English teachers will be able to teach better and more creative. Moreover, the English teachers should help the students in the development of communication in target language.

3. **For the future researchers**

   The study was significant for future researchers in order to give them idea how to teach simple past tense form better for students so that the students could understand more about the rule of simple past tense inside recount texts. Furthermore, the future researchers could help the students decrease to make errors especially errors in omission and misinformation.
REFERENCES


Mali, Y. C. G. (2011). *Subject-verb agreement errors made by students in paragraph writing class*. Retrieved on September, 3, 2015, from //download.portalgaruda.org/article.php?article=491700&val=10043&title=Students%C3%A2%E2%82%AC%E2%84%A2%20Subject-Verb%20Agreement%20Errors%20in%20Paragraph%20Writing%20Class


APPENDICES
Appendix 1

THE RESULT OF CLASSIFICATION OF TYPES ERRORS BY ELLIS

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error</th>
<th>Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Last time I and Putra was were a best friends.</td>
<td>Regular past</td>
<td>Misinformation</td>
<td>Last time, Putra and I were best friends.</td>
</tr>
<tr>
<td></td>
<td>Last time I and Putra wasa were best friends.</td>
<td>Article</td>
<td>Addition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After school I and Putra cycling together to visit some place(s)</td>
<td>Plural</td>
<td>Omission</td>
<td>After school, Putra and I cycled together to visit some places.</td>
</tr>
<tr>
<td></td>
<td>After walk I and Putra see saw a workshop.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>After walking, Putra and I saw a workshop.</td>
</tr>
<tr>
<td></td>
<td>I and Putra hurry run ran to the workshop</td>
<td>Irregular past</td>
<td>Omission</td>
<td>Putra and I ran in hurry to the workshop.</td>
</tr>
<tr>
<td></td>
<td>Because fixing my cycle is was so long</td>
<td>Irregular past</td>
<td>Omission</td>
<td>Because repairing my cycle was so long.</td>
</tr>
<tr>
<td></td>
<td>I and Putra (repaired) to a nearest park</td>
<td>Main verb</td>
<td>Omission</td>
<td>Putra and I repaired it to a nearest park.</td>
</tr>
<tr>
<td></td>
<td>In that park I and Putra have had a drink and food and at the park I and Putra have had some games too.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>In that park, Putra and I had drink and food</td>
</tr>
<tr>
<td></td>
<td>In that park I and Putra had a drink and food.</td>
<td>Article</td>
<td>Addition</td>
<td>In that park, Putra and I had drink and food</td>
</tr>
<tr>
<td></td>
<td>At the park I and Putra have had some games too.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>At the park, Putra and I had some games too.</td>
</tr>
<tr>
<td>No</td>
<td>Sentence</td>
<td>Error</td>
<td>Type</td>
<td>Correct Answer</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>-------</td>
<td>---------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>A2</td>
<td>We went to Malang with by car</td>
<td>Preposition</td>
<td>Misinformation</td>
<td>We went to Malang by car.</td>
</tr>
<tr>
<td></td>
<td>Then, at night we eat ate seafood</td>
<td>Irregular past</td>
<td>Omission</td>
<td>Then, we ate seafood at night.</td>
</tr>
<tr>
<td></td>
<td>Then, at night we eat ate seafood at night</td>
<td>Adverb</td>
<td>Misordering</td>
<td>Then, we ate seafood at night.</td>
</tr>
<tr>
<td></td>
<td>My aunty guide(d) us to Jatim park 2.</td>
<td>Regular past</td>
<td>Omission</td>
<td>My aunty guided us to Jatim Park 2.</td>
</tr>
<tr>
<td></td>
<td>Third day, we search(ed) for a gift and then ate seafood again</td>
<td>Regular past</td>
<td>Omission</td>
<td>On the third day, we searched for a gift and then ate seafood again.</td>
</tr>
<tr>
<td></td>
<td>Fourth day, we went to my aunty’s house and eat ate Malang meatball.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>On the fourth day, we went to my aunty’s house and ate Malang meatball.</td>
</tr>
<tr>
<td></td>
<td>Last day we went to Museum Angkut and after we went to museum angkut we go went back to Yogyakarta.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>Last day, we went to Angkut Museum after that we went back to Yogyakarta.</td>
</tr>
<tr>
<td>No</td>
<td>Sentence</td>
<td>Error</td>
<td>Type</td>
<td>Correct Answer</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>-------</td>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>A3</td>
<td>While time goes went by, I begin distracted because of her charms.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>While time went by, I began distracted because of her charms.</td>
</tr>
<tr>
<td>A4</td>
<td>There was many handsome tourist(s)</td>
<td>Plural</td>
<td>Omission</td>
<td>The member</td>
</tr>
<tr>
<td>A4</td>
<td>There was were many handsome tourists</td>
<td>Regular past</td>
<td>Misinformation</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>I flirt(ed) some boy in there.</td>
<td>Regular past</td>
<td>Omission</td>
<td>I flirted some boys in there.</td>
</tr>
<tr>
<td>A4</td>
<td>I flirt(ed) some boy(s) in there.</td>
<td>Plural</td>
<td>Omission</td>
<td>I called him “bae”</td>
</tr>
<tr>
<td>A4</td>
<td>I call(ed) him “bae”</td>
<td>Regular past</td>
<td>Omission</td>
<td>I called him “bae”</td>
</tr>
<tr>
<td>A4</td>
<td>We break broke up at 5 April.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>We broke up at 5th April</td>
</tr>
<tr>
<td>A4</td>
<td>And we break broke up because my mother allowed our relationship.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>We broke up because my mother didn’t allow our relationship.</td>
</tr>
<tr>
<td>A4</td>
<td>I was am single now</td>
<td>Irregular past</td>
<td>Omission</td>
<td>I am single now</td>
</tr>
<tr>
<td>A4</td>
<td>I (was) very free and happy</td>
<td>Copula</td>
<td>Omission</td>
<td>I was very free and happy.</td>
</tr>
<tr>
<td>No</td>
<td>Sentence</td>
<td>Error</td>
<td>Type</td>
<td>Correct Answer</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A5</td>
<td>When I came to the sport hall, my heart <strong>beat</strong> so fast.</td>
<td>Regular past</td>
<td>Misinformation</td>
<td>When I came to the sport hall, my heart beat so fast.</td>
</tr>
<tr>
<td></td>
<td>We <strong>ate</strong> ate at fish and Co restaurant.</td>
<td>Regular past</td>
<td>Misinformation</td>
<td>We ate at Fish and Co restaurant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error</th>
<th>Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A6</td>
<td>I <strong>was</strong> happy</td>
<td>Irregular past</td>
<td>Omission</td>
<td>I was happy</td>
</tr>
<tr>
<td></td>
<td>Next day, he said that he <strong>wanted</strong> wanted to be my boyfriend and I accepted him.</td>
<td>Regular past</td>
<td>omission</td>
<td>Next day, he said that he wanted to be my boyfriend and I accepted him.</td>
</tr>
<tr>
<td></td>
<td>Her name <strong>is</strong> was Amelia</td>
<td>Irregular past</td>
<td>omission</td>
<td>Her name was Amelia</td>
</tr>
<tr>
<td></td>
<td>Then, I <strong>sleep</strong> slept at my grandmother’s home.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>Then, I slept at my grandmother’s house.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error</th>
<th>Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7</td>
<td>We wish(ed) we can do the best.</td>
<td>Regular past</td>
<td>Omission</td>
<td>We wished we could do the best.</td>
</tr>
<tr>
<td></td>
<td>We start(ed) the matery for the contest.</td>
<td>Regular past</td>
<td>Omission</td>
<td>We started the material for the contest.</td>
</tr>
<tr>
<td></td>
<td>We (held) contest at 26 march 2017</td>
<td>Main verb</td>
<td>Omission</td>
<td>We held a contest on 26th of March 2017</td>
</tr>
<tr>
<td></td>
<td>We (held) contest at on 26 march 2017</td>
<td>Preposition</td>
<td>Misinformation</td>
<td>We held a contest on 26th of March 2017</td>
</tr>
<tr>
<td></td>
<td>We (held) a contest at on march 26 march 2017</td>
<td>article</td>
<td>omission</td>
<td>We held a contest on 26th of March 2017</td>
</tr>
<tr>
<td></td>
<td>The member(s) from</td>
<td>Plural</td>
<td>Omission</td>
<td>The members</td>
</tr>
</tbody>
</table>
my team from 7 class and 8 class

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error</th>
<th>Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A8</td>
<td>The winner takes <em>took</em> the snack at dinner.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>The winner <em>took</em> the snack at dinner.</td>
</tr>
<tr>
<td>A9</td>
<td>One day <em>I study</em> studied bicycle</td>
<td>Irregular past</td>
<td>Omission</td>
<td>One day, <em>I studied</em> bicycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error</th>
<th>Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A8</td>
<td>We (were) happy because we can do the best</td>
<td>Copula</td>
<td>Omission</td>
<td>We were happy because we could do the best.</td>
</tr>
<tr>
<td>A9</td>
<td>I <em>try</em> tried one time</td>
<td>Irregular past</td>
<td>Omission</td>
<td>I tried once.</td>
</tr>
<tr>
<td>A8</td>
<td>After contest we <em>come</em> came to the basecamp we pray and then we <em>come</em> home.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>After contest we came to the basecamp, we prayed and then we came home.</td>
</tr>
<tr>
<td>A9</td>
<td>Because I <em>ride</em> rode a bycle for one try and I <em>ride</em> bycle in my home.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>Because I rode a bicycle once, I tried to ride bicycle in my home.</td>
</tr>
<tr>
<td>A8</td>
<td>After contest we <em>come</em> came to the basecamp we pray(ed) and then we <em>come</em> home.</td>
<td>Regular past</td>
<td>Omission</td>
<td>After contest we came to the basecamp, we prayed and then we came home.</td>
</tr>
<tr>
<td>A9</td>
<td>I <em>ride</em> rode bicycle</td>
<td>Irregular past</td>
<td>Omission</td>
<td>I rode bicycle</td>
</tr>
<tr>
<td>No</td>
<td>Sentence</td>
<td>Error</td>
<td>Type</td>
<td>Correct Answer</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>---------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>A10</td>
<td>I took a picture with tourist.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>I took a picture with tourist.</td>
</tr>
<tr>
<td></td>
<td>After that, I sang at café</td>
<td>Irregular past</td>
<td>Omission</td>
<td>After that, I sang at café.</td>
</tr>
<tr>
<td></td>
<td>I took bath</td>
<td>Regular past</td>
<td>Misinformation</td>
<td>I took bath.</td>
</tr>
<tr>
<td></td>
<td>I have had a dinner with my family then we go to Hotel for we sleep.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>I had a dinner with my family then we went to Hotel for sleeping.</td>
</tr>
<tr>
<td></td>
<td>We were happy</td>
<td>Regular past</td>
<td>Misinformation</td>
<td>We were happy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error</th>
<th>Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A11</td>
<td>One day, when I am was on school holiday</td>
<td>Irregular past</td>
<td>Omission</td>
<td>One day, when I was on school holiday</td>
</tr>
<tr>
<td></td>
<td>I was excited that my father gave me a laptop.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>I was excited that my father gave me a laptop.</td>
</tr>
<tr>
<td>No</td>
<td>Sentence</td>
<td>Error</td>
<td>Type</td>
<td>Correct Answer</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A12</td>
<td>After that my father taught me to use the laptop.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>After that my father taught me to use the laptop.</td>
</tr>
<tr>
<td></td>
<td>The next day I used the laptop playing some game(s).</td>
<td>Plural</td>
<td>Omission</td>
<td>The next day, I used the laptop to play some games.</td>
</tr>
<tr>
<td></td>
<td>By using google, I was happy that my father gave me the laptop.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>By using google, I was happy that my father gave me the laptop.</td>
</tr>
<tr>
<td></td>
<td>By using google, I was happy that my father gave me the laptop.</td>
<td>Irregular past</td>
<td>Omission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last year, me and my family (had) holiday in bali.</td>
<td>Main verb</td>
<td>Omission</td>
<td>Last year, my family and I had holiday in Bali.</td>
</tr>
<tr>
<td></td>
<td>We travelled with by plane.</td>
<td>Preposition</td>
<td>Misinformation</td>
<td>We travelled by plane.</td>
</tr>
<tr>
<td></td>
<td>In Uluwatu have had a lot of monkey(s)</td>
<td>Plural</td>
<td>Omission</td>
<td>Uluwatu has a lot of monkeys.</td>
</tr>
<tr>
<td></td>
<td>After visited uluwatu, we (had) dinner at restaurant.</td>
<td>Main verb</td>
<td>Omission</td>
<td>After we visited uluwatu, we had dinner at restaurant.</td>
</tr>
<tr>
<td></td>
<td>In Jatiluwih have had a nice scenery</td>
<td>Irregular past</td>
<td>Omission</td>
<td>Jatiluwih had a nice scenery.</td>
</tr>
<tr>
<td></td>
<td>And we (had) lunch at Gong Jatiluwih.</td>
<td>Main verb</td>
<td>Omission</td>
<td>We had lunch at Gong Jatiluwih.</td>
</tr>
<tr>
<td></td>
<td>We felt tired, then we go went back to village.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>We felt tired, then we went back to village.</td>
</tr>
<tr>
<td>No</td>
<td>Sentence</td>
<td>Error</td>
<td>Type</td>
<td>Correct Answer</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>-------</td>
<td>-----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>A13</td>
<td>My uncle house is was big.</td>
<td>Irregular past</td>
<td>Omission</td>
<td>My uncle’s house was big.</td>
</tr>
<tr>
<td></td>
<td>We stay(ed) right there for one week</td>
<td>Regular past</td>
<td>Omission</td>
<td>We stayed there for one week.</td>
</tr>
<tr>
<td></td>
<td>At the beach, me and my cousin play(ed) together</td>
<td>Regular past</td>
<td>omission</td>
<td>At the beach, my cousin and I played together.</td>
</tr>
<tr>
<td>A14</td>
<td>Last years, my fingers was were hurt by door.</td>
<td>Regular past</td>
<td>misinformation</td>
<td>Last year, my fingers were hurt by door.</td>
</tr>
<tr>
<td></td>
<td>I didn’t see my brother close the door whereas I hold the door then my finger was lose blood.</td>
<td>Regular past</td>
<td>addition</td>
<td>I didn’t see my brother close the door whereas I held the door then my finger was bleeding.</td>
</tr>
<tr>
<td></td>
<td>I didn’t see my brother close the door whereas I held the door then my finger was lose blood.</td>
<td>Irregular past</td>
<td>omission</td>
<td>I didn’t see my brother close the door whereas I held the door then my finger was bleeding.</td>
</tr>
<tr>
<td></td>
<td>My parents directly took me to hospital and my fingers treat by doctor.</td>
<td>Main verb</td>
<td>Omission</td>
<td>My parents directly took me to hospital and my fingers were treated by doctor.</td>
</tr>
<tr>
<td></td>
<td>For kept my fingers dry, I wrap(ped) my finger with plastic.</td>
<td>Regular past</td>
<td>omission</td>
<td>For keeping my fingers dry, I wrapped my finger with plastic.</td>
</tr>
<tr>
<td></td>
<td>When I went to school, my friends and the teacher ask me about the finger.</td>
<td>Irregular past</td>
<td>omission</td>
<td>When I went to school, my friends and the teacher asked me about the finger.</td>
</tr>
</tbody>
</table>
When I went to school, my friends and the teacher asked me about the finger.

I shouldn't tell it to my friend because it (was) so shy about that.

Then, I hid that I went to home by car.

Then, I took off the bandage.

I went to school as usual.

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Error Type</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A15</td>
<td>Last year, we were live in a house in on a top of the mountain.</td>
<td>Preposition, misinformation</td>
<td>Last year, we lived in a house on the top of the mountain.</td>
</tr>
<tr>
<td></td>
<td>I got a house in on an edge of the mountain with my friends, Renza</td>
<td>Preposition, misinformation</td>
<td>I got a house on the edge of the mountain with my friend, Renza</td>
</tr>
<tr>
<td></td>
<td>After a while the camera man left and went to the top of the mountain.</td>
<td>Irregular past, omission</td>
<td>After a while the cameramen left and went to the top of the mountain.</td>
</tr>
</tbody>
</table>
Appendix 2

INTERVIEW

First Participant

I : selamat siang, dek.
P1 : selamat siang, mbak.

I : Bolehkah saya menanyakan beberapa pertanyaan yang berhubungan dengan skripsi saya?
P1 : Ya, boleh mbak.

I : Apakah kamu siap?
P1 : Ya, saya siap.

I : Pertanyaan pertama adalah pada saat mengerjakan soal recount text kemarin, apakah kamu dapat mengerjakannya dengan baik?
P1 : Iya, saya dapat mengerjakannya dengan baik.

I : Pada waktu selesai mengerjakannya, apakah kamu memeriksa kembali pekerjaanmu?
P1 : Iya, ada beberapa yang saya periksa kembali karena untuk memastikan atau mungkin ada beberapa yang terlewat karena kurang teliti.

I : Nah menurutmu kira-kira apakah ada yang membuat kamu masih sulit dalam mengerjakannya?
P1 : Saya terkadang tidak tahu verb duanya ataupun penulisannya yang mungkin masih salah. Ya yang biasanya salah itu verb duanya itu mbak.

I : Pada saat kamu menulis recount text, apakah kamu masih terpengaru
dengan Bahasa Indonesia? Berikan alasanmu!

P1 : Masih terpengaruh mbak. Kadang apa yang saya maksud di Bahasa Indonesia berbeda di dalam Bahasa Inggris.

I : Oke. Menurutmu apakah kamu mengalami kesulitan ketika kamu ingin mengekspresikan idemu dalam bentuk tulisan bahasa English? Berikan alasanmu!

P1 : Kadang, biasanya dalam Bahasa Indonesia terus di terjemahkan dalam Bahasa Inggris susah karena tidak terbiasa jadi harus pake kamus gitu dan tidak terbiasa menggunakankannya.


P1 : Iya sama-sama mbak.

Second participant

I : Selamat siang, dek.

P2 : Selamat siang, mbak

I : Saya ingin menanyakan beberapa pertanyaan mengenai skripsi saya. Apakah kamu sudah siap?

P2 : Siap, mbak.

I : Pertanyaan pertama adalah pada saat mengerjakan soal recount text kemarinapakah kamu dapat mengerjakannya dengan baik?

P2 : Iya saya dapat mengerjakan.

I : Akan tetapi selama mengerjakan tidak mengalami kesulitan ya?

P2 : Tidak.
I: Nah pada waktu selesai mengerjakan apakah kamu juga mengeceknya terlebih dahulu sebelum dikumpulkan?

P2: Saya tidak mengecek tulisan karena saya kira sudah benar.

I: Pada saat kamu menulis recount text, apakah kamu masih terpengaru dengan Bahasa Indonesia? Berikan alasanmu!

P2: Ya saya masih terpengaruh bahasa Indonesia karena saya ingin memastikan artinya benar.

I: Nah, Menurutmu apakah kamu mengalami kesulitan ketika kamu ingin mengekspresikan idemu dalam bentuk tulisan bahasa English? Berikan alasanmu!

P2: Iya, saya kesulitan mengekspresikan ide saya.

I: Oh oke. Terima kasih dek.

P2: Iya sama sama mbak.

Third Participant

I: Selamat siang dek. Saya ingin menanyakan tentang skripsi saya. Apakah kamu keberatan?

P3: Selamat siang kak. Tidak kak.

I: Oke, pertanyaan yang pertama adalah pada saat mengerjakan soal recount text kemarinapakah kamu dapat mengerjakannya dengan baik?

P3: Iya bisa mbak.

I: Pada saat mengerjakan apakah kamu merasa kesulitan?

P3: Iya saya merasa kesulitan karena ada kata-kata yang saya tidak ketahui
dalam bahasa Inggris

I : Pada waktu selesai mengerjakan, apakah kamu mengeceknya kembali sebelum dikumpulkan?

P3 : Waktu selesai mengerjakan tugasnya, saya tidak mengecek kembali karena waktunya singkat jadi tidak sempat mengeceknya.

I : Oke. Kemudian, pada saat kamu menulis recount text, apakah kamu masih terpengaruh dengan Bahasa Indonesia? Berikan alasanmu!

P3 : Masih, karena supaya lebih gampang untuk menterjemahkannya.

I : Menurutmu apakah kamu mengalami kesulitan ketika kamu ingin mengekspresikan idemu dalam bentuk tulisan bahasa English? berikan alasanmu!

P3 : Saat menuliskan ide agak kesulitan karena struktur kalimat yang berbeda.

I : Struktur kalimat yang berbeda gimana, dek?

P3 : Bahasa Indonesia sama bahasa Inggris.

I : Oh gitu. Oke. Terima kasih dek

P3 : Iya sama- sama mbak

Fourth Participant

I : Selamat siang, dek

P4 : Selamat siang, kak.

I : Saya ingin menanyakan beberapa pertanyaan mengenai skripsi saya. apakah kamu sudah siap?
I: Iya, siap kak.

P4: pada saat mengerjakan soal recount text kemarinapakah kamu dapat mengerjakannya dengan baik?

I: Iya, saya mengerjakannya sebisa saya dan semua yang saya tahu tentang recount text.

P4: Kira – kira pada waktu mengerjakannya kamu merasa kesulitan tidak?

I: Sedikit sih, di vocabnya.

P4: Vocabnya gimana dek?

I: Iya kayak masih tanya- tanya temen tentang arti - arti kata gitu lho kak.

P4: Paling cuma tak baca sekilas kak.

I: Oke baiklah, pada saat kamu menulis recount text, apakah kamu masih terpengaruh dengan Bahasa Indonesia? Berikan alasanmu!


I: Oke. Menurutmu apakah kamu mengalami kesulitan ketika kamu ingin mengekspresikan idemu dalam bentuk tulisan bahasa English? Berikan alasanmu!

P4: Iya masih kak, saya terkendala karena vocab kak.

I: Oh gitu. Oke deh.Terima kasih ya sudah mengganggu waktunya

Fifth Participant

I : Selamat siang, dek.

P5 : Selamat siang, Miss.

I : Saya ingin menanyakan beberapa pertanyaan mengenai skripsi saya. Apakah kamu sudah siap?

P5 : Iya, saya siap, Miss.

I : pada saat mengerjakan soal recount text kemarinapakah kamu dapat mengerjakannya dengan baik?

P5 : Bisa, Miss.

I : Kira – kira selama proses mengerjakan tidak ada kesulitan?

P5 : Ada Miss, tetapi tidak banyak.

I : Kalau masih inget kesulitanya apa?

P5 : Kesulitan cari ide, Miss.

I : Oh gitu. Oke. Pada waktu selesai mengerjakan, apakah kamu mengecek pekerjaanmu sebelum dikumpulkan?

P5 :Iya, Miss.

I : Pada saat kamu menulis recount text, apakah kamu masih terpengaruh dengan Bahasa Indonesia? Berikan alasanmu!

P5 : Iya, Miss. Jadi misal sudah punya cerita, tetapi agak bingung cara nyeritainnya dalam bahasa Inggris.

I : Oke. Menurutmu apakah kamu mengalami kesulitan ketika kamu ingin mengekspresikan idemu dalam bentuk tulisan bahasa Inggris? Berikan
alasanmu!

P5 : Iya hehehe. Mungkin masalah kosakatanya saja, Miss. Soalnya masih banyak juga kosakata yang belum dipelajari.

I : Oke dek. Terima kasih

P5 : Iya sama-sama, Miss.
Appendix 3

The Letter of Inquiry to Conduct Research

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA YOGYAKARTA

Nomor : [Redacted]
Hal : Permenbinaan Ilmu Penelitian

Kepada
Yth. Bapak Kepala Sekolah
SMP Pangudi Luhur 1 Yogyakarta
Di
R. Timoho II no. 29 Muja Muja, Umbulharjo
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Fakhriawati Netunel
No. Mhs : 131214051
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : Delapan (8)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Pangudi Luhur 1 Yogyakarta
Waktu : Maret 2017 - Selesai
Topik / Judul : An Analysis of Errors in Simple Past Tense in Recount Text Written by Eighth Grade Students of SMP PANGUDI LUHUR 1 YOGYAKARTA

Atas perhatian dan ijin yang diberikan, kami ucapkan t��rima kasih.

Yogyakarta, 28 Februari 2017

[Signature]
Rektor Fakultas Pendidikan Bahasa dan Seni

Tambahan Yth:
1. 
2. Dekan FKIP
3. 
4. 

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI