THE ANALYSIS ON THE USE OF PAST TENSE FOUND IN THE STUDENTS' RECOUNT WRITING

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Abstract

Errors are common problems faced by foreign language learners during the learning process. The errors are affected by the mother tongue and other conditions. In this case, the problems occurred at the English department students at STKIP PGRI Pacitan. Therefore, the solution should be found by the lecturers by employing qualitative research-type error analysis to reveal the problems. The procedures of this research were: 1) preparation (formulating the research problem; 2) formulating the title, extensive literature survey, and preparing the research design; 3) determining sample design; 4) collecting the data, execution of the project); 5) processing (analysis of data, conclusion), report writing. Moreover, there were 40 students as the subject of this research. To get the data, the researcher took the answer sheets of essay writing of recount text to be analyzed qualitatively. In conformity with the findings, errors based on the use of past form are as the following: past simple 422 errors or 96%, past perfect 13 errors or 2,98%, past continues 1 error or 1% and past perfect continues 0 or 0%. It means that the frequent error made by the students was in using simple past tense and the absence of errors in using past perfect, past continuous, and past perfect continuous. Henceforth, the lecturers should provide more appropriate approaches and methods to solve the problematic errors.

Keywords: *Applied Linguistics, Error Analysis, Recount Text, Past Tense*

Background

Language is most productively viewed as a system of meanings, rather than as a system of formal patterns. New meanings can be created by the application of a number of strategies, not simply by the acquisition of new forms (Willis, 2009). Language is the systematic conventional use of sounds, signs, or written symbols in human society for communication and self-expression (Chrystal, 1994). The whole aspects of language are important including writing skills.

Writing is an interactive process, an audience has an impact on all parts of a text-the way a topic is developed, the organization, the diction, the tone, and so on. Clearly then, questions of audience cannot be left to the end of the writing process (Clark, 2003).

Writing includes the most important activity in the entire world that one will be remembered and referred of their writing, even when their bodies are no longer in this world. Writing activity can't be separated from the progressing world including sciences, information, education, and business. The writing activity will give the impact being stated as following illustration: last year, a group of students at Stanford University drew public attention to their cause when they created and displayed posters rating the accessibility of campus buildings to people with disabilities (Hairston et al, 1998). Writing is not mysterious activity at which only talented few can succeed (Hairston et al, 1998).

However, the success of writing is based on well-comprehension of written English forms after all English is also important medium for the intellectual inquiry (Greenbaum, 1996).

As we know that learners are frequently making errors in the process of foreign language learning, especially in written English forms. People cannot learn a language without first systematically committing errors (Dulay, 1982). It is also in line with Hinkel (2004) who argued that the NNs (Non-Native Speaker) will frequently get the trouble in inferring Verb based on its time in English. Extensive, thorough, and focused instruction in L2 academic vocabulary, grammar, and discourse is essential for developing the L2 written proficiency expected in general education courses and studies in the disciplines. By the case, error is not to be ignored. It should be analyzed. By trying to identify the source of errors, a researcher or lecturer can arrive to begin to arrive at an understanding of how the learner's cognitive and affective relate to linguistic system and formulation of integrated understanding of the process of the second language acquisition (Brown, 1987).

The error analysis is the study and analysis of the errors made by second language learners. The aims are to: *a* identify strategies which learners use in language learning, *b* try to identify the causes of learner errors, *c* obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials (Richards and schmidts , 2002). Moreover, the error analysis can be defined as the study and analysis of the errors made by second language learners. It is considered an important technique for obtaining information about learners' language (Zoubi, 2018, p. 151). From these statements, error analysis is for practitioners' solution by bringing the error analysis in the class and solving language teaching problems.

In this matter, the researchers had carried out pre-observation of the students' work and collected the writing documentation. The researchers found indications of error in their recount writing in the use of past form as its language feature (Nugroho and Hafizon, 2010). The errors are in reference with surface strategy taxonomy. Those errors are omission, addition, misformation, and misordering. The instances of the errors are: a) I hoped my <u>letter received</u> by my grand mother; b) all of them breakfast at the hotel and would <u>visited</u> to Sukowati; 3) I must <u>stayed</u> home; 4) My grandmother was very amassed <u>when looked we go there</u>.

Therefore, referring to the facts, the error analysis was necessary and urgent need to employ. It aimed at revealing major errors made by the students. Finally, the identified problems are used for steps toward working out solution.

Research Methods

The writer chooses the specific research design that is suitable for the topic as the plan and structure of the investigation used to obtain evidence to answer research questions (Taylor, 2007). For this purpose, qualitative research is employed. It explores attitudes, behavior, and experiences through such methods as interviews or focus groups based on the measurement of quantity or amount and concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality. It means that the research is to understand human experience and meaning within a given context (Dawson, 2002; Khotary, 2004; Petty et.al.,2012).

Then, the procedures of this research are: 1) preparation (formulating the research problem; 2) formulating the title, extensive literature survey, and preparing the research design; 3) determining sample design; 4) collecting the data, execution of the project); 5) processing (analysis of data, conclusion), report writing.

Furthermore, the subject of this research is the fourth semester class of STKIP PGRI Pacitan, it is conducted in class B who consisted of 40 students in the class supervised by Mrs. Irawati, the lecturer of the writing of the fourth semester as the daily test. It was because the researcher had found the error indications of the subject as mentioned before.

In collecting the data, the researcher uses the documentation as an instrument. In this case, the test will be delivered by the students of making the composition of the recount text that is further going to be analyzed to reveal the errors students make.

Finally, the procedure of data analysis are as follows: a) collecting the data; b) analyzing the errors from the students' sheets; c) classifying errors based on types of past forms (past simple, past perfect, past continues, past perfect continues) and types of errors (Inclusion, omission, malformation, disordering); d) describing errors based on their types; e) counting the frequency of errors in table to find the percentage.

Finding and Discussion

The researchers classify the whole errors of using past forms, from the identification, it was found 436 errors made by the students in writing recount text. After analyzing such errors, the researcher computes those errors in the table below:

Table 1.
Classification of Errors Based on Type of past form

NO	Types of past forms	Number of error	Percentage of error
1	Past simple	422	96
2	Past perfect	13	2.98
3	Past continues	1	1
4	Past perfect continues	0	
	The total errors	**436**	**100**

Based on the findings, the biggest number of errors in the types of past forms is specifically for simple past. There are

422 errors or 96%. It means that the students have not mastered the use of the past simple. Meanwhile, the lowest problem is for past perfect continuous, namely 0 %. In this case, the students are not so acquainted with the use of past perfect continuous, past continuous, as well as past perfect.

These are instances of the highest errors in the past simple: 1) omission: I hoped my letter received by my grandmother; 2) addition: all of them breakfast(ed) at the hotel and would visited to Sukowati; 3) misformation: I must stayed home; 4) misordering: my grandmother was very amassed when looked we go there.

The critics of those errors are as follows: 1) for the first sentence, maybe the writer wanted to make the following sentence construction: I [NP] hoped (that) [Predicator] my letter [DO] which was received by my grandmother [NP] was read [VP] instantaneously [ADV]. The underlined sentence is called the 'adjective clause'. However as seen above, the writer seems to write the complex passive form and not the embedding adjective clause. So, she has omitted the copula 'was'. The correct sentence should be "I hoped (that) my letter was received by my grandmother".

2) For the second sentence, 'would' is the past form of 'will', is modal auxiliary verb. The inflectional affixes of past (ed) (from native to English (since Old English was spoken around 500-1000 AD) is not able to be placed after auxiliary 'would' so-called pure verb. The correct sentence is "All of them breakfast(ed)/had a breakfast at the hotel and would visit to Sukowati".

3) For the third sentence, in the past case, we have to pay attention to the auxiliary form. Here is aux 'must' to express a what is necessary. The past tense formation in the above writing is reversed. Aux 'must' is not followed by suffix 'ed' as well as to infinitive. Aux 'must' has past form being specifically as 'had to'. The

correct sentence is "I had to stay (at) home [adverb particle]".

4) For the fourth sentence, the clause is in a problem. The subordinate clause that is initially started by 'when' has to be in same level as the preceding sentence. It can be classified as follow: Subject + Verb + Adjective (when) Subject + Verb + Object + Complementiser. The correct sentence is "My grandmother was very amassed when she looked at us go there."

Additionally, the instances of errors in past perfect tense are: 1) omission: *I* have not satisfied *to go shopping*; 2) misformation: I've ever seen this view before; 3) misordering: when we finished our homework, we were happy.

The critics of the errors are: 1) to make a sentence, we need NP (Noun Phrase) or agent and VP (Verb Phrase) or main verb (lexical verb). 'Have' in the above sentence functions as the aspectual auxiliaries, a concept which refers to the way the meaning of the main verb is viewed in time. The aux 'have' in this position needs the main verb (lexical verb), then 'Been' has to be inserted as the main verb before the adjective. The correct sentence is "I had not been satisfied to go shopping"; 2) this clause has no shortage. But however, the recount text is obligatorily written in past-form. The contraction form I've refers to the present referent. Therefore, the correct sentence is "I'd ever seen this view before"; 3) this part discusses about combining sentences, main clause with the adverbial clause. The main clause is 'we were happy' and the adverbial clause is 'when we finished our homework'. However, before being happy, one has done something, and this causes the recent occurrence in the past. It can be illustrated as follow:

Figure 1

Comparison among past perfect, past, and present tense
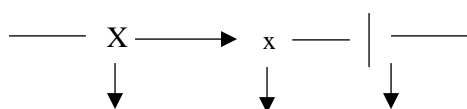
Past perfect   Past tense   Present tense

Then, the correct sentence is; "we were happy when we had finished our homework."

Finally, the researchers classified the errors based on types of errors seen as the following table:

Table 2.

Classifying error based on types of errors

No	Types of errors	Number of errors	Percentage of errors
1	Omission	60	13.6
2	Inclusion	27	6.12
3	Malformation	269	61
4	Disordering	85	19.2
	The total errors	**441**	**100**

After uncovering the observed data, the percentage of error majorly lies in the misformation by total number of errors 269 or 61% because of its complexity. The second is misordering by total number of errors 85 or 19.2% it is because of the diversified structure rules of English. The third is omission by total number of errors 60 or 13.6% and the last one is addition by the total number of errors 27 or 6.12%.

Conclusion

In conformity with research findings, those are inferred that; a) the errors made by the students in the use of past form are past simple 422 errors or 96%, past perfect 13 errors or 2,98%, past continues 1 errors or 1% and past perfect continues 0 or 0%; b) the absence or of errors made by the students in the use of past perfect, past continuous, and past perfect continuous indicates their absence of knowledge to apply the tenses; c) the errors, in reference with surface strategy taxonomy, were found that misformation was 269 or 61%; misordering was 85 or 19.2%; the omission was 60 or 13.6% and the last one was addition by the total number of errors 27 or 6.12%.

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