ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN RECOUNT TEXTS WRITTEN BY THE 8th GRADE STUDENTS OF SMPN 3 PROBOLINGGO

THESIS

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ABSTRACT

Iswahyuni, Santi. 2014. **Error Analysis on The Use of Simple Past Tense in Recount Texts Written by The 8th Grade Students of SMPN 3 Probolinggo**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Ida Puji Lestari.

Keywords : error analysis, surface strategy taxonomy, source of error, recount text

This research is about errors occured in the students' writing in using simple past tense in recount text by the eighth grade students of SMPN 3 Probolinggo. Learning a second language is difficult for students because they have to learn about the grammar of the second language. In learning a second language, making errors cannot be avoided because the students borrow the rules of their first language to a second language. Most students assume that writing is the most difficult skill. Thus, students often make errors. This study was conducted based on the consideration that simple past tense has an important role in writing recount text. There are two problems in this study; what types of errors found and the sources of errors found in the recount text. The purposes of this study are to identify and classify the types of errors found and to investigate the sources of the errors found.

The research method used is qualitative approach. This research was conducted at SMPN 3 Probolinggo. The population in this study were the eighth graders of SMPN 3 Probolinggo. The classes used as the sample were seven classes taught by the same teacher. The total population was 191 students of which 19 students were selected as the sample based on the best English score from each class. The steps of data analysis consist of identifying errors, describing the error, explaining the error, and drawing conclusions. To analyze the data, this study used types of error based on Dulay's theory and source of error based on Lott's theory.

The results showed that based on surface strategy taxonomy, there were omissions (24%), additions (7%), misformations (65%) and misordering (4%). Misformation was the highest type of error occurred. The sources of those errors were overextention of analogy error (1%), transfer of structure errors (94%), and interlingual/intralingual errors (5%). Eventhough the students have good score in their English, they still make a lot of errors and tend to apply the rules of their first language when they do not know the rules of the second language.

This study is useful for students and teachers. It is expected that the English teachers give more pratices to improve the English ability of the students. It is required for eighth grade students to improve their English grammar especially in writing.

ABSTRAK

Iswahyuni, Santi.2014. *Error Analysis on The Use of Simple Past Tense in Recount Texts Written by The 8th Grade Students of SMPN 3 Probolinggo*. Program Studi Bahasa dan Sastra Inggris, Fakultas Ilmu Budaya,Universitas Brawijaya. Pembimbing: (1) Fatimah (2) Ida Puji Lestari.

Kata Kunci: analisis kekeliruan, strategi taksonomi, sumber kekeliruan, teks *recount*

Penelitian ini mengenai kekeliruan para siswa dalam menggunakan *simple past tense* dalam teks *recount* yang ditulis oleh para siswa kelas VIII SMPN 3 Probolinggo. Mempelajari bahasa kedua tidaklah mudah bagi pelajar karena mereka harus lebih banyak belajar tentang aturan dalam bahasa kedua. Membuat kekeliruan dalam mempelajari bahasa kedua tidak bisa dihindari karena pelajar masih menggunakan aturan bahasa pertama mereka untuk mentransfer bahasa kedua. Hampir semua siswa menganggap bahwa menulis adalah keterampilan yang paling sulit. Oleh karena itu, para siswa seringkali melakukan kekeliruan. Penelitian ini diadakan berdasarkan pertimbangan bahwa *simple past tense* memiliki peranan penting dalam menulis teks recount. Ada dua rumusan masalah dalam penelitian ini yaitu apa saja jenis kesalahan yang ditemukan dan sumber kekeliruan apa saja yang ditemukan dalam teks *recount.* Tujuan dari penelitian ini adalah untuk mengidentifikasi dan mengelompokkan jenis kekeliruan yang ditemukan dan untuk menyelidiki sumber kekeliruan yang ditemukan.

Metode penelitian ini adalah pendekatan kualitatif. Penelitian ini dilakukan di SMPN 3 Probolinggo. Populasi dalam penelitian ini adalah siswa kelas delapan SMPN 3 Probolinggo. Kelas- kelas yang digunakan sebagai sampel adalah tujuh kelas yang diajarkan oleh guru yang sama. Jumlah keseluruhan populasi tersebut adalah 191 siswa dimana 19 siswa dipilih sebagai sampel. Mereka dipilih berdasarkan nilai bahasa Inggris terbaik siswa dari setiap kelas. Langkah-langkah analisis data terdiri dari mengidentifikasi kekeliruan, mendeskripsikan kekeliruan, menjelaskan kekeliruan, dan menarik kesimpulan. Untuk menganalisis data, penelitian ini menggunakkan strategi taksonomi berdasarkan teori Dulay et al dan sumber kekeliruan berdasarkan teori Lott.

Hasil penelitian menunjukkan bahwa untuk jenis kekeliruan berdasarkan pada strategi taksonomi masing-masing kekeliruan yaitu pada penghilangan (24%), penambahan (7%), kekeliruan formasi (65%) dan kekeliruan pengurutan (4%). Kekeliruan formasi adalah kekeliruan tertinggi yang terjadi. Hasil dari sumber kekeliruan adalah perluasan yang berlebihan (1%), transfer struktur (94%), dan kekeliruan intralingual/interlingual (5%). Walaupun siswa mempunyai nilai bahasa Inggris yang baik, mereka tetap melakukan kekeliruan dan cenderung menggunakan aturan bahasa pertama ketika mereka tidak mengetahui aturan bahasa kedua.

Penelitian ini berguna bagi para siswa dan guru. Diharapkan guru bahasa Inggris memberi latihan untuk meningkatkan kemampuan bahasa Inggris para siswa. Hal ini diperlukan siswa kelas delapan untuk memperbaiki tata bahasa khususnya menulis.

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