

**STUDENTS' ABILITY IN ANALYZING VERB  
ERRORS IN RECOUNT TEXT IN THE EIGHTH  
GRADE STUDENTS OF SMP NEGERI 15 PADANG**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of  
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OF SMP NEGERI 15 PADANG

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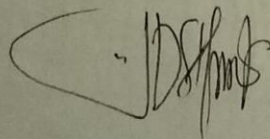
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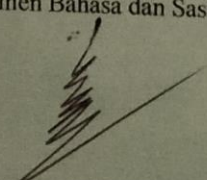
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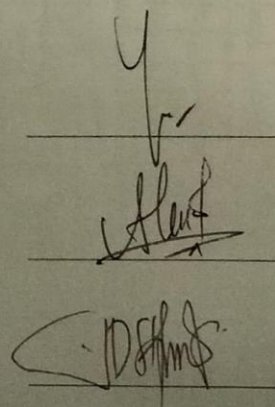
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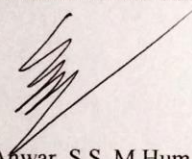
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## ABSTRACT

Immana Rizki. (2023). *Students' Ability in Analyzing Verb Errors in Recount Text in the Eight Grade Students of SMP Negeri 15 Padang*. Thesis, Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

In curriculum, students in junior high school were asked to know a variety of text. The recount text was one of those. Meanwhile, based on the experience of researchers when carrying out teaching practices at SMP Negeri 15 Padang, in using the simple past tense students still often make errors, especially in recount text. The purpose of this research was known the ability of eighth grade students of SMP Negeri 15 Padang in analyzing verb in recount text and what the type of errors is the most commonly analyzed by the eighth grade students of SMP Negeri 15 Padang when analyzing verb in recount text. The subject of this research was students of the eight grade at SMP Negeri 15 Padang. This research was conducted with descriptive methods and using test and recap table as instrument of the data collection. Based on the results, The total errors found by students were 690. Students' ability in analyzing verb in recount text is only at the good categories. The type of error most commonly found by students is omission.

**Key Words:** Recount text, Verb, Students Ability

## ABSTRAK

**Immana Rizki. (2023). *Students' Ability in Analyzing Verb Errors in Recount Text in the Eight Grade Students of SMP Negeri 15 Padang*. Thesis, Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Dalam kurikulum, siswa SMP diminta untuk mengetahui beragam teks. Teks recount adalah salah satunya. Sedangkan berdasarkan pengalaman peneliti saat melaksanakan praktik mengajar di SMP Negeri 15 Padang, dalam penggunaan simple past tense siswa masih sering melakukan kesalahan khususnya pada teks recount. Tujuan dari penelitian ini untuk mengetahui kemampuan siswa kelas VIII SMP Negeri 15 Padang dalam menganalisis verba dalam teks recount dan jenis kesalahan apa yang paling sering dianalisis oleh siswa kelas VIII SMP Negeri 15 Padang ketika menganalisis verba dalam recount. Teks. Subyek penelitian ini adalah siswa kelas VIII SMP Negeri 15 Padang. Penelitian ini dilakukan dengan metode deskriptif dan menggunakan tabel tes dan rekap sebagai instrumen pengumpulan data. Berdasarkan hasil, total kesalahan yang ditemukan siswa adalah 690. Kemampuan siswa dalam menganalisis kata kerja dalam teks recount hanya berada pada kategori baik. Jenis kesalahan yang paling banyak ditemukan oleh siswa adalah kelalaian.

**Kata Kunci:** Teks Recount, Verb, Kemampuan Siswa

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Writer



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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

In curriculum, students in junior high school were asked to know a variety of text. The recount text was one of those. The texts have generic structures like orientation, event sequence, re-orientation, and have social objectives. This text was made to enlighten the reader or individual about something that happened in the past, including experience and events. Additionally, it tells readers what, where, and when something happened in the past. From the the definitions, the verb used in recount text is the simple past tense.

A simple past tense, according to Cowan (2008) is used to refer to events or circumstances that began and ended in the past. Meanwhile, based on the experience of researchers when carrying out teaching practices at SMP Negeri 15 Padang, in using the simple past tense students still often make errors, especially in recount text. Some of the causative factors are the lack of words, spelling, grammar, and lack of understanding. In fact, in the eighth grade curriculum in the syllabus about recounttext students are required to be able to understand what simple tense is and must be fluent in it. In addition, to achieve a good and correct sentence in the text, students need to understand grammar or verb in the recount text, so students will not make errors again.

According to Richard et al. (2002), errors in linguistic sciences are such uses of words, speech, or grammar that it seems to contain weaknesses and indicate learning disabilities. Additionally, Fitria (2019) said errors occur because students do not understand the rules of grammar in English. Based on this, error is an unavoidable component of language acquisition, especially for language students. According to Dulay and Krashen (1982) in Sari and Putri (2016) there are four types of errors, namely: omission, addition, misformation, and misordering. While errors in analysis are a method of documenting weaknesses in the language of the learner, determining whether such mistakes are systematic, and explaining what they accomplish (where possible).

Research on simple past tense errors in recount text has previously been investigated by several researchers. One of them was conducted by Andansari et al. (2019), this study used the descriptive qualitative approach and a test as an instrument. The exam is a written examination based on an experience. The researchers classify the pupils' blunders by evaluating the data and errors are classified into four types: omission, addition, misformation, and misordering. The most common error committed by pupils is omission, whereas the least common is misordering.

Based on the research, the researcher is the one who analyzes the errors, but in this research the students became the analyzers in analyzing the verb errors. Students analyze past tense errors contained in recount text. In addition, the researcher used error analysis to analyze the data and the researcher used the theory of surface strategy taxonomy by Dulay and Krashen in Putri and Sari (2016). The theory surface strategy taxonomy is a simple way to examine

students' ability in understanding the grammar or verb and researcher will use descriptive study to obtain a comprehensive analysis to answer research problems, because in this study, the researcher already has a clear definition of the subject. In other hand, the information gathered is related to the current conditions and occurrences.

## **B. Identification of the Problem**

Many students stills make errors in using verb when compiling the texts according to the background of the problem, especially in recount texts. Some of the causative factors are the lack of words, spelling, grammar, and lack of knowledge.

## **C. Limitations of Problem**

To make this research more specific for researcher, scope and boundaries are needed to limit the discussion. Therefore, the researcher will only focus on determining the students' abilities in analyzing verb errors contained in recount text and what type of errors is the most commonly analyzed by students in the eight grade students of SMP Negeri 15 Padang..

## **D. Formulation of the Problem**

Based on these limitations, the formulation of the problem is to know how is the student's ability in analyzing verb errors contained in recount text and determine the most dominant error that can be analyzed by students in eighth



grade at SMP Negeri 15 Padang?

#### **E. Research Question**

In accordance with the research formulation above, the research questions as follows;

- a. How is the ability of eighth grade students of SMP Negeri 15 Padang in analyzing verb errors contained in recount text ?
- b. What type of errors is the most commonly analyzed by the eight grade students of SMP Negeri 15 Padang when analyzing verb errors in recount text?

#### **F. Purpose of the Research**

Based on the research problems of the background and limitations, and as well as the research questions stated above, the purposes of the research are:

- c. To find out the ability of eighth grade students of SMP Negeri 15 Padang in analyzing verb errors contained in recount text.
- d. To find out the type of errors is the most commonly analyzed by the eight grade students of SMP Negeri 15 Padang when analyzing recount text.

#### **G. Significance of the Research**

The significanse of research are as follows:

- e. Theoretically, the results of this study are anticipated to be used as material for consideration in teaching writing in class and can motivate students in writing.
- f. Practically
  - 1. For schools, this research is expected to provide motivation for schools to make observations in teaching English.
  - 2. For teachers, this research can provide an overview of the types of errors so that teachers can see what students have mastered and student problems regarding the use of simple tenses.

## **H. Definition of the Key Terms**

To minimize confusion and misunderstandings of the research findings, the researcher would want to clarify and define the essential words employed.

- i. **Recount Text:** is written language that informs the reader of a former event, action and activity. Its goal aims to either entertain or instruct the person who reads it.
- ii. **Simple Past Tense:** The simple past tense often known as the preterite in Modern English, is the most basic form of the past participle.
- iii. **Error Analysis:** Error analysis is an approach for detecting, categorizing, and carefully understanding the unsatisfactory forms created by someone learning a foreign language using any of the ideas and methods provided by linguistics.

- iv. Students' Ability: a general term used to refer to any characteristics of a person that makes it possible for him to carry out activity successfully.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **a. Defenition of Error**

Errors and mistakes are not the same thing. According to Yuksel in Alfayet (2017), Mistakes caused by a lack of skill. They can be distinguished by slips of the pens or slips of tongue. Errors are systematic, whereas mistakes are self-centered. Interlingual and interlingual errors are the two basic forms of errors. Those that may be traced to the local language are referred to as interlingual. Interlingual errors, on the other hand, are those that occur as a result of the language being studied rather than the original language (Gass and Selinker in Abushihab, 2014).

According to James (1998, p.80) "Errors are forms of wrong that cannot be corrected by the individual even if shown". This shows that errors occur in the subconscious of students because they have been calcified in their memories.

Meanwhile, Brown (2007) was defined error as a considerable divergence from the adult alphabet of native speakers, demonstrating the pupils' interlanguage skill. Language has varying capacity scenarios in learning English, and it is inevitably involved in different ways. Moreover, Brown (as