

CHAPTER II

LITERATURE REVIEW

This chapter discusses several related theories research. The theories are about error analysis, types of error analysis, recount text, Instagram and the use of Instagram. These theories can be used to help researchers to analyze the error in the use of simple past. On the other hand, this chapter also explains the previous studies used by the author to support the research.

A. Error Analysis

Learning the target language, certainly cannot be separated from errors are normal, but for teachers, the error must be corrected. These errors can be analyzed and identified by paying attention to the components used. To discuss further related to erroranalysis will be discussed in this area.

1. Definition of Error Analysis

According to (Ellis, 2008, p.17) “error indicates the weakness of students'knowledge, the error is because the student does not know the justification for their error”. in addition (Ellis, 2010)"errors (in this technical sense) occur because of the lack of student knowledge". Whereas, according to (Hasyim, 2002) Error analysis is a method used to analyze an error, observe it, and classify it according to the students' abilities. In other hand, (susan m. gass, 2008, p 102) state that, “Error analysis is very useful for researchers and teachers, because with the error analysis, it can find out how much students understand and the difficulties of students found in learning”.

Based on these statements above, can be concluded, when students

learn a new language, problems will arise in the form of errors. This shows that error analysis is a study that is closely related to student errors in using the target language, through the process of identifying, classifying and analyzing errors in order to find out the errors made by students and in order to correct them.

From this, it can be explained that students are still influenced by their mother tongue, because students adopt their mother tongue in the rules of the target language. Error analysis is required for (a) knowing a person's ability to use language, (b) knowing the difficulties in learning a language, and (c) being able to evaluate errors in learning a language (Hasyim, 2002). Because of that, error analysis in this study is very helpful for researchers to find out errors in writing text recounts and then identify the difficulties faced by students of 8th- grade junior high school.

2. The Types of Error

Linguists analyze errors using a standard taxonomy, which is used to classify the types of errors in writing. Ellis formulated five types of error (Ellis, 2008), the four types errors are :

a) Omission

Omission is a word or part of a sentence that should have been there, but was omitted due to an error in writing (Ellis, 2008). It means that students have eliminated components that should exist in a sentence structure. Omission has two types of morphemes. They are content morphemes and grammatical morphemes. Content

morpheme is a morpheme that has meanings such as nouns, verbs, adjectives, and adverbs, and grammatical morphemes are small words that have simple rules for conveying the meaning of a sentence. From the description above, that is included in omission are noun and verb inflection (the –s in books, the –s in father’s, the –ed in watched, and the –ing in cooking), articles (a, an, the), auxiliaries verb (will, can, shall, etc);(is, am, are, was, were), short plural, long plural, and preposition (on, in, under, etc). Students make errors because of the limitations of the grammatical rules they have. The example is “he did watch” The item in the sentence does not support the meaning the sentence

b) Addition

Adding elements in sentences that should not be in the sentence, thus making the sentence a grammatically wrong (Ellis, 2008). The biggest cause of this error is Intra-language factors (first language influence), Intralingual factors and English learning context factors. In this paper, the researcher identifies addition into four types, they are irregular verb, regular verb, auxiliary, and preposition. For example, “she did not saw there”. The auxiliaries to be “did not” should not be followed by past verb, but should be change to present verb, the correct sentences is “she did not see there”

c) Misformation

This error occurs because of the wrong use of morphemes or structures in sentences (Ellis, 2008). The researcher divided of

misformation error into irregular verb, regular verb, article, preposition, possessive pronoun (Dulay et al., 1982, p. 169-170). For example error for irregular verb, “*the cat dranked milk*”. In this sentence there is a misformation error in the regular verb, which should use the irregular verb. The verb “drinked” is regular past form this is wrong, and the correct verb is “drank” because it use irregular verb

d) Misordering

Misordering errors in the ordering of morphemes or groups of words in sentences (Ellis, 2008, p.52). The example of misordering is “*what you do did?*” this sentence is wrong because of the wrong placement of auxiliary. An auxiliary should be placed between "what" and "you". So, the correct order of sentences is “*what did you do?*”.

B. Simple past Tense

Simple past tense is tense that is used to tell events that happened in the past, usually used in recount text. So, it is important for students to understand the structure and how to use it in writing recount text.

1. Definition of Simple Past Tense

Some grammarians define the simple past in various ways. According (Martin, 2010. p. 219) tells of events that have occurred in the past, Actions or events have a certain period of time, last month, on weekends, and others. In addition, (azar. B.S, n.d. 2009) the simple past tense shows the activity that most commonly refers to past time that

began and ended at a certain period of time in the past.

Meanwhile, (Danesi, 2006) in Basic American Grammar and Usage stated that , “an action that refers to the past and is no longer happening now”. it means that the activity that happen and has ended in the past and has no impact in the future.

From some of the definitions above, it can be concluded that the simple past is used to express events in the past that have certain duration of time. For example: she went to school yesterday, they watched the movie last week etc.

2. The Form of Simple Past Tense

Moreover, the verbs used in the past simple are divided into two forms, namely regular verb form and irregular verbs form

a) Regular Verb

The first form of the simple past is the regular form with the addition of the suffix -ed at the end of the verb (betty s. Azar, n.d. 2009). Meanwhile, McGraw- Hill states the rules of adding –ed / -d at the end of the verb, as follows : (O’Sullivan;, 2002) p. 107

Table 2.1 Example of regular verb

Rule	Base form	Past form
A Verb ends in –y after a consonant, change the –y to -i and add –ed	Try	Tried
	Carry	Carried
	Dry	Dried
A one-syllable verb forms ending in a vowel a consonants, then double the last consonant and add –ed	Plan	Planned
	Stop	Stopped
	Permit	Permitted
	Occur	Occurred
a verb ends in –e, add	Prefer	Preferred
	Live	Lived

only -d	Tie	Tied
	Change	Changed
Add -ed to simple form of all other regular verbs	Want	Wanted
	Ask	Asked

Notice that regular verbs are used only in positive statements, and use did for negative statements and interrogative statements. Because, in the simple past form of positive, negative and interrogative statements, they have different formulas. So, pay attention to the examples and formulas for simple past sentences in the table below:

Table 2.2 Example of positive, negative and interrogative statement in simple past

Positive	S + Verb 2 + O
	She opened the door
Negative	S + did + not + Verb 1 + O
	She did not open the door
Interrogative	Did + S + Verb 1 + O + ?
	Did she open the door?
	Yes, she did No , she did not

b) Irregular Verb

The second form is irregular verb, it have more specific changes than regular verbs. Irregular verb forms are found in dictionary, so students must memorize the changes well (Bayinah, 2013). Irregular verbs cannot be predicted by rules. Here are examples of irregular verbs:

Table 2.3 Example of irregular verb

Base form	Past form
See	Saw
Speak	Spoke
Go	Went
Buy	Bought
Drink	Drank

Notice that, irregular verbs are used same of regular verb, only in positive statements, and use did for negative statements and interrogative statements. Because, in the simple past form of positive, negative and interrogative statements, they have different formulas. So, pay attention to the examples and formulas for simple past sentences in the table below:

Table 2.4 Example of positive, negative and interrogative statement in simple past

Positive	S + Verb 2 + O
	She drank milk
Negative	S + did + not + Verb 1 + O
	She did not drink milk
Interrogative	Did + S + Verb 1 + O + ?
	Did she drink the milk?
	Yes , she did No , she did not

Based on the table above, not only in regular verb but also irregular verb in positive statement and interrogative statement used auxiliaries did. Because did is indicates simple past.

c) To Be Simple Past Tense

Be is one of auxiliaries uses in the simple past which serves to explain a condition in the past in the form of someone's feelings about something, describe objects, and state the place or time of

events in the past. These are often referred to as adjectives, nouns, and adverbs. Be in past tense have two forms, they are was and were. Therefore, “was” is used for singular subject, while “were” is used for plural subject. Following the table:

Table 2.5 To Be in simple past

Was	Were
I	You
She	They
He	We
It	

(betty s. Azar, 1989. p.57)

In addition, be in past tense also has affirmative, negative, and interrogative forms. Look at the table below to understand the pattern:

Table 2.5 Nominal form in simple past

Affirmative	S + (WAS/WERE) + Complement She was in my house
Negative	S + (WAS/WERE) + Not + Complement She was not in my house
Introgative	(WAS/WERE) + S + Complement +? Was she in my house

d) Time Signals

Time signals come at beginning or end of the simple past. that usually used in simple past, there are

a. Yesterday

This word is at the beginning and end of the sentence and this word can be used alone or before afternoon, night, morning, etc. for example:

Yesterday** I cleaned the floor I cleaned the floor **yesterday

*I cleaned the floor **yesterday** morning*

b. Ago

This word is the after of time such as two days ago, one hours ago, three

years ago, etc. for example:

I studied English two weeks ago.

I listened music two hours ago.

c. Last

This word is the before of time such as night, morning, afternoon, week, month, year, Sunday, etc. for example:

I washed clothes last morning I watched movie last night

C. Recount Text

1. Definition of Recount Text

Recount text is a text that is used to tell events in the past through writing. According (Knapp & Watkins, 2005) explains that recount is a text that is written sequentially consisting of a sequence of events in the past. In addition, according to According to (Cakrawati & Cakrawati, 2018) recount text is a development of an event that has occurred in the past. Meanwhile (Cholipah, 2014, p 54) state that, arecount text is a text that is meant to tell the reader about what happened and when it happened.

From some of the definitions above, the writer concludes that recount text is a text that retells a sequence of events that occurred in the past, which is intended to inform the reader about what happened and when the event occur.

2. Types of Recount Text

According to (Cholipah, 2014. p. 54) Recount text is divided into four types, They are ; personal recounts is a text that contains the author's personal experiences, like unforgettable memories, vacations, etc.

- a. Factual recount text contains the latest events that actually happened and this text is not an opinion. Examples of factual recounts are natural disasters, traffic, accidents, etc.
- b. Imagination recount is a recount text that tells an imaginary story based on events experienced by the author or other people. Then the story is like fiction.
- c. Biographical recount is a text that tells the history or tells the life of a hero or important figure that happened in the past. In this biographical text, third person pronouns are used (She, He).

Based on the explanation above, there are four types of recount text, but in this study, the author focuses on personal experience. Because this type of text is more interesting for 8th grade students and this type of personal experience recount text is very interesting for students because it tells the students' experiences.

3. Generic Structure

- a. Orientation

This part include many information about who, where, what, how, and when of occurred of event.

b. Event

This part explains the chronology of events that occurred in order and clearly.

c. Reorientation

This last part as a conclusion of a series of events that have occurred can also contain impressions and messages related to events that have been or places visited.

D. Instagram

1. The Definition of Instagram

Currently Instagram is the most popular social network site with more than 300 million active users. (Instagram Press, 2015). Instagram created by Kevin Systrom and Mike Krieger, and was released in October 2010. Instagram is very popular even in April; 2012 has reached 100 million active users, and continues to increase until now 1.07 billion active users and 354 million users aged 25 to 34 years. Instagram is very popular even in April 2012 has reached 100 million active users, and continues to increase until now 1.07 billion active users and 354 million users aged 25 to 34 years. According to (alhabsh, S., ma, 2017. p. 35) Instagram is an application that allows users to share pictures and take pictures by applying filters to users' posts. While

From statements above Instagram is one of the media with micro blogging service features that users use to send and view images and text of up to 2000 characters. Instagram is one of the most popular social media because it can connect one user to another and also Instagram has

complete features, for example Instagram captions, can comment on other users' posts, can share stories in the form of pictures, videos, real , make video calls, direct messages privately, and others.

Among students, instagram application is very familiar, because Instagram is a social network that students often use to share personal information, such as photos and videos, and then caption related photos or videos shared on Instagram.

2. The Definition of Caption

Caption is the text that is below the image of the text that can attract the attention of other users to read it. According (Grayam, 2010) caption is a shortdescription that contains an illustrated image of a photo or video. Accordance to the statement above, the Instagram caption is many sentences to clarify or describe the events experienced by Instagram users accodance to the uploaded photos. Instagram users can describe their posts by adding more than 2000 characters.

Instagram captions are interesting because they can convey feelings or tell photos uploaded by user. Therefore, this Instagram caption really supports the author in his research related to making Instagram captions with text reports to analyze students in the use of the simple past.

3. The Features of Instagram

Instagram is a popular application for sharing photos or taking photos you want, you can also change the appearance of photo effects by applying digital filters. Instagram has five main menus at the bottom. They are:

a. Home page

The home page is the main page that contains the latest photo or video timeline from other users who have been followed. When the user accesses the home page, only the latest 30 photos appear because Instagram restricts only the latest photos or videos that are displayed on the home page timeline.

b. Comments

Instagram is one of the social media that often even almost everyone has an Instagram, as a social media of course Instagram provides a comment feature, photos uploaded on Instagram can be commented on by pressing the comment balloon button below the photo. After writing a comment to send it, the user can click the send button on the left corner of the plane marked.

c. Explor

The browse feature on Instagram is the most popular feature that users like. In the Instagram application, it uses a secret algorithm to select and determine which photos are included in the search.

d. Profile

The user profile icon contains information related to Instagram users. This user profile icon can be accessed on the main page in the right corner.

e. News Feed

News feed displays notifications of various activities accessed by users. News feed icon has 2 types, namely "news" and "following"

tabs. On the "news" tab. on the "following" tab there is the latest activity from the user. While the "news" tab contain notification of the results of the activities of these Instagram users.

Based on the Instagram features described above, it shows that Instagram is the perfect social network. Even very suitable if applied as a learning medium for students to discuss or reflect on students' thoughts.

4. Advantages and Disadvantages Using Instagram

a. Advantages

Actually there are many advantages of Instagram, so those are the advantages of Instagram for Student in Learning:

- 1) Students are more comfortable in making captions on Instagram than on paper, for example. So, when there is a task to make a text containing report text, or descriptive text students are more enthusiastic.
- 2) Students can share knowledge, experiences or places they visit or anything through photos or videos so it's easier to access.
- 3) Improve Literacy, Communication, and Reading, and Writing Skills
- 4) Collaboration between student and educators on projects or assignments specific for learning purposes. (Bexheti & Cico, 2014, p. 90-94)

b. Disadvantages

From the explanation above, Instagram does have many

benefits for students, on the other hand, there are several shortcomings of Instagram, they are:

- 1) Videos uploaded on Instagram are only 1 minute long.
- 2) Must have a good internet connection.
- 3) There are some photos uploaded on Instagram that are not clear and blurry because the majority is smartphone-based.

E. Previous Studies

Students who study English mostly make many errors in their writing such as especially in the general structure of the text. Because of that, The author's motivation for choosing this title because the author want to know what kind of errors students make in writing report texts using the simple past and I want to know how teachers deal with errors made by students so they can use the simple past in writing.

Therefore, some researcher had been conducted on error analysis in writing in the use simple past tense. The first was conducted by (Nopianawati, Tuminah, et al., 2020). entitled Analysis of Error Using Simple Past Tense on Recount Text Class VIII B Students of Smp Pelita Ngabang in Academic Year 2019/2020 Landak District. This research uses a qualitative research design and was carried out at SMP PELITA Ngabang on November 22, 2019. The subjects were class VIII B students, 20 students. After analyzing the errors of 20 past tenses in the recount text completed by 20 students, there found 73 errors. The writer concluded that past tense errors in the recount text were omission errors, 19, 17%, addition errors 26, 02%, misformation errors 27, 39%, and misordering errors 27, 39%.

The second research conducted by (Natanel, E. 2017) the title is an analysis of errors in the simple past tense in narrative text written by eighth grade students of SMP pangudi sublime 1 Jogjakarta. this study involved 14 students as research subjects, the researcher used a qualitative research method but the data analysis process only classified without identifying in more detail the final results of the study which showed the percentage of errors made by students, namely omission of 80%, addition 5%, misformation 13% and misordering 2%.

The third previous research that conducted by Wahyu amaliya setti (2018) with the title An Error Analysis On The Use Of Simple Past Tense In Narrative Text Made By The Third Semester Of English Department Students At Muhammadiyah University Of Makassar. With a sample consisting of 20 students. from the results of the writing test, students make errors in omission, and from the results of interviews how to overcome them with The students need more practice in using simple past tense in order to make them familiar with it and they can compose a good narrative text.

And the last previous research conducted by (Pertiwi, 2013) entitled Teaching writing recount text at the second year of SMP N 2 Banyudono in 2012/2013. The researcher used descriptive qualitative method and class action. Researcher collected the data using interviews and observation. The results of the research the teacher uses an inquiry-based method and group discussion to be able to correct errors made by students in using the simple past in recount text and improving the students vocabulary.