AN ANALYSIS OF STUDENTS' ERRORS IN USING
SIMPLE PAST TENSE IN WRITING RECOUNT TEXT
(A Case Study at the Tenth Grade of SMA Negeri 1 Belik Pemalang)

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of

State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto

as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.)

by

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Declare that the thesis I have compiled with the title, An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text (A Case Study at the Tenth Grade of SMA Negeri 1 Belik Pemalang) is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanction (revocation of graduation predicate and bachelor degree)

Purwokerto, Maret 31, 2023

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(A Case Study at the Tenth Grade of SMA Negeri 1 Belik Pemalang)

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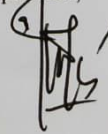
Assalamu'alaikum Warahmatullahi Wabarakaatuh

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Wassalamu'alaikum Warahmatullahi Wabarakaatuh.

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MOTTO

"There is only one thing that makes a dream impossible to achieve: the fear of failure."

Paulo Coelho

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate

this thesis to :

1. My beloved parents; Mr. Sutik Sukhidi and Mrs. Tri Sunanti who always prayed and supported for my success and advise me wisely.

2. My beloved husband; Mr. Taufiqul Azami who always give spirit every time.

3. My little brother; Muhammad Khoerul Azam who has motivated and always prayed for me.

4. My almamater, UIN SAIZU Purwokerto.
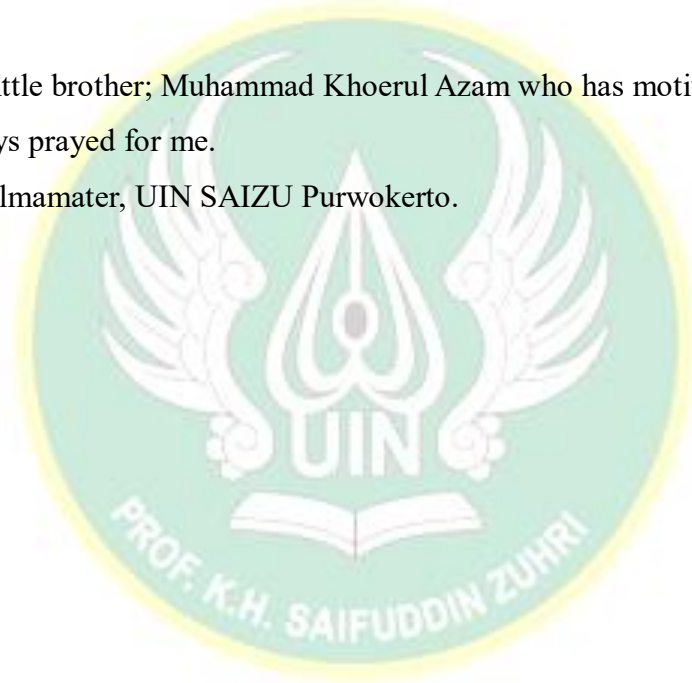
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In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled 'An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text (A Case Study at the Tenth Grade of SMA Negeri 1 Belik Pemalang)'. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S.Pd.) at Faculty of Tarbiya and Teacher Training State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

This thesis is presented as partial fulfillment of the requirement for achieving the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto. This graduation paper will not be completed without the support, guidance, advice, help, and encouragement from individuals and institutions. The writer would like to express the deepest gratitude appreciation to:

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ABSTRACT

AN ANALYSIS OF STUDENTS' ERRORS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT
(A Case Study at the Tenth Grade of SMA Negeri 1 Belik Pemalang)

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This research aimed to analyze of students' errors in using simple past tense in writing recount text at the tenth grade of SMA Negeri 1 Belik Pemalang. Students still had trouble comprehending simple past tense and using simple past tense effectively in recount texts. This research applied a qualitative method. The techniques of data collection were writing test and documentation. The subject of the research was 30 students of X.6. The objects of the research were the kinds of errors in writing recount text and the dominant of errors. The data was collected by the students' writing test. The collected data was identified, classified, analyzed, and interpreted based on the types of errors using Heidi Dulay theory were 80 errors. The findings showed that the kinds error of using simple past tense in writing recount text at tenth grade of SMA Negeri 1 Belik Pemalang were: Ommision, Addition, Misodering, and Misformation. Then, the dominant of error was the omission.

Keywords: error analysis, recount text, writing.

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INTRODUCTION

A. Background of The Problem

Realizing the importance of English as spoken and written international communication, the Ministry of Indonesian is aware of it so that English is taught as a compulsory subject in nation education system. [1]English is started to be taught in Junior High School up to Senior High School. There are four skills that students must be learn when learning English. They are as follows: reading, writing, listening and speaking. It is further divided into two parts: productive skills (speaking and writing) and receptive skills (listening and reading).[2]

In learning English, the student use both speaking and writing in order to communicate with another. The students start learning to communicate through written form as they begin to interact with others at school level. Writing is an important language skill because it means to learn, discover, develop, and improve language skill.[3] Writing requires not only a lot of vocabulary when composing paragraphs, but it must also be grammatically correct to be understandable, in addition to other writing rules. Besides mastering vocabulary and grammar, students also need to master other language components such as organization, content, punctuation, language use, and mechanics.[4]

Most Indonesian students' writing skills fall short of their academic goals, as writing is considered the most complex skill they have learned.

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[1] Allan Launder. "The Status and Function of English In Indonesia: A Review Of Key Factors". MAKARA, SOSIAL HUMANIORA, VOL. 12, NO. 1, JULI 2008: 9-20

[2] Ni Made Kusuma Dewi, et al. "Improving Writing Skill af the Tenth Grade Students Through Brainstorming", e-Journal of English Language Teaching Society (ELTS). 2016, Vol. 4, No. 1

[3] Astuti , W., Maghfiroh, A., & Ekanti, R. Palupi A, Enhancing students' writing ability by implementing problem-based learning method at the English Department students in Muhammadiyah University of Ponorogo in academic year 2019/2020. Edupedia Journal Muhammadiyah university of Ponorogo. 2020, p.155-161

[4] Ni Made Kusuma Dewi, et al. "Improving Writing Skill af the ....

They must be able to convey in writing their understanding of the grammar rules of the target language . Students make errors because of difficulties in applying the rules of English in writing. An error is a noticeable deviation from the adult grammar of a native speaker. This means that students make errors because they do not have sufficient language skills in the target language.[5]

There are five kinds of writing texts to learn in Senior High School, namely: Narrative, Recount, Procedure, Descriptive, and Report Text. One of the texts that close to the student's life is Recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time.[6] It differs from narrative writing in that the climax and problem-solving must be created in the story. So students can explore interesting or unforgettable experiences they've had or people around them in a recount text. Because the events they went through were smooth, they didn't have to struggle to make it happen and that could be their motivation to write. In fact, most of them considered writing as a burden because of some reasons related in using the proper lexical and grammatical rules. The researcher believes that not all students can write english well in English without error and sometimes make mistakes. So, writing recount text is the best way for the researcher to analyze their error.

Based on preliminary research, the explanation above is supported by the writer's unstructured interview result with the English teacher of SMA Negeri 1 Belik Pemalang that many students at tenth grade are weak in writing. Especially in grammatical rules. The students did not know how to do a written recount. Most students find it difficult to choose verbs to write, so they made a lot of errors. Researchers have discovered the nature of mistakes in writing recounted texts, and hopefully this could be a

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[5] H.Douglas Brown. *Principles of Language Learning and Teaching*. New York: Longman, 2002, p.226.

[6] Mark Anderson and Kathy Anderson, Text Types in English 3, (South Yarra: Macmillan Education Australia PTY LTD., 1998), p. 24

reflection of English language learning. The error in their writing is analyed by following types of errors namely misformation, misordering, addition and ommission. From those backgrounds, the researcher will conduct a study entitled "An Analysis of Students' Errors in Using Simple Past Tenses in Writing Recount Text (A Case Study at The Tenth Grade of SMA Negeri 1 Belik Pemalang)".

B. CLARIFICATION OF KEY TERMS

Define the key term of the tittle of research is important to determine the guidelines of the research. They are some key terms in the tittle research and they are:

1. Error analysis

   Error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. The definition stresses the functions of error analysis.[7]

2. Writing

   Writing is the production of written word that results in a text but the text must be read and comprehended in order for communication to take place. The writer, in order words, communicates his/her ideas in the form of a written text from which known or unknown reader will eventually extract the ideas and their meaning.[8]

3. Recount text

   Recount text is a type of genre writing telling and informing the past activities. It is not a fiction writing but a factual writing. In communication context, sometime we would like to inform others about the past activities we did in the past. In the terms shipping

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[7] Richards et.al, *Error Analysis.*London:Longman, 1985, p. 96
[8] Marianne Cecle-Murcia, Elite Olshtain, *Discourse and Context in Language Teaching, (United Kingdom: Cambridge University Press, 2000, p. 142.*

activities, the activities may range a voyage, sea accident, or weather condition, or even a dream in a past. Simply recount test is defined as a type of text made in order to give information about the past activities.[9]

4. Simple Past Tense

The simple past tense is used for action completed in the past at a define time.[10] Simple past tense indicates that an activity or situation began and ended at a particular time in the past.[11] Moreover, the simple past tense also used to show past activities, and habitual actions in the past time.[12]

C. RESEARCH QUESTIONS

Based on the background of the problem above, the research questions will be taken from this research are:

1. What are kinds of errors in using simple past tense in the recount text written by tenth grade students at SMA Negeri 1 Belik Pemalang?

2. What is the dominant error in using simple past tense in the recount text written by tenth grade students at SMA Negeri 1 Belik Pemalang?

D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

1. Objective of the Research

The objectives of the research are:

a. To identify the kinds of errors in using simple past tense in the recount text written by Tenth grade of students at SMA Negeri 1 Belik Pemalang.

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[9] Wayan Dirgayasa, *Maritim e English Writing a genre based approach,* unimed press, 2012, p. 17

[10] Aminah, *Error Analysis on the Use of Simple Past Tense in English Narrative Text Written by the Students of SMKN 1 Tengaran in The Academic Year of 2016/2017*, 2016, p.27

[11] Azzar, *Understanding and Using English Grammar*, 1999, p.27

[12] Gusnina , *An Analysis of Students' Error in Using Past Tense in Writing Recount Texts at The Tenth Grade Students of SMK Kesehatan Pro-Skill Indonesia*, 2019, p.22

b. To find out the dominant errors in using simple past tense in writing recount text written by Tenth grade of students at SMA Negeri 1 Belik Pemalang.

2. Significances of the Research

These are two kinds of significances in this research such as:

a. Theoretical significances

The point of this study is expected this research will be able to give knowledge for the researcher and readers about the students doing error in writing recount text and can be used as a reference for further research.

b. Practical Significance

1.) For the English Teacher

It is useful for teacher as feedback in teaching English that showing the students' progress them to increase and make the new method for teaching learning process, show the students error' that made by students, teacher must have variety of assessment to be applied in overcoming to the students' error improve students' language competence.

2.) For the Students

To improve and to overcome student problems in writing especially writing recount text, because by their error in writing they will know their ability and improve their self-improvement to make themselves better in writing.

3.) For the researcher

This study can help to gain valuable experience in seeking knowledge and provide useful information for the academic world about students' error analysis.

4.) For the others

Hopefully the result of this research can provide information for the other who wants to write recount text and error analysis. This information can provide guidance for the readers about kinds of error should be avoided in composing recount text.

E. Structure of the Research

To make systematic research it is necessary to classify the structure of this research. This research divided into five chapters; they will explain as follows:

Chapter I presents introduction which consist of background of the research, operational definition, research question, objective and significances of the studies, literature review, research methods and structure of the research.

Chapter II presents review of related literature base theoretical research. This chapter explains the theories of analysis of students' error in writing recount text at tenth grade of SMA 1 Belik Pemalang.

Chapter III is the research method which deals with the research design, sources of data, technique of collecting data, technique of analyzing data.

Chapter IV presents the result of the research which consists of finding and discussion, presenting the data of the students' errors in writing recount text.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestion related to the research.

CHAPTER II
LITERATURE REVIEW

A. Error Analysis

1. Definition of Error Analysis

Error is a systematic deviation that happens when a student continually makes mistakes because they don't comprehend something.[13] It indicates that the term "systematic deviation" is a crucial component of this definition and may be understood to signify a deviation that happens regularly. Error are thought to be systematic, rule-governed occurrences that result from a learner's poor understanding of the target language's rules.

Error analysis is "a process used by researchers or instructors that requires collecting a sample of language learners, recognizing error, categorizing errors, categorizing them according to type and cause, and assesing their significance".[14] There are a few different definitions of error analysis. Brown states that the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something about the system operating within the learners has increased the number of learners' errors, a phenomenon is known as error analysis.[15] Furthermore, according to Ellis, error analysis is a procedure that entails collecting a sample of the learners' language, identifying the errors in the sample, describing these errors, classifying them based on their hypothesized causes, and assessing their seriousness.[16]

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[13] Fawzia Yakub, *"Morphological Error Analysis of English Written Text Produced by the tertiary level stuedents of Bangladesh"*. Research Journal of English Language and Literature. 2018. Vol. 6, No. 4, p.205.

[14] Mohammad Keshavarz, *"Constrastive analysis and error analysis (2nd ed)"*,Tehran:Rahamana Press, 2012, p.105.

[15] Insenalia Sampe Roly Hutagalung, "Error Analysis on Students' Writing of Recount Text at Grade Ten in SMK Negeri 1 Bandar Masilam" . JETAFL (Journal of English Teaching as a Foreign Language), 2017, p.10-22

[16] Maulidatul Mukarromah and Bradhiansyah Tri Suryanto, "Error Analysis On Students' Writing In Using Simple Present Tense In Descriptive Text". Ijoeel VOL. 03 NO. 02, DECEMBER 2021

From the definition above, it can be concluded that error analysis can be defined as a study of collecting students' work, identifying, describing, classifying, and evaluating errors. The language is a side that has defects in the student's speech or writing. The error is a composition deviating from the standard norms or selected norms from the supposed performance of the language. Analyzing the error of the students has two main purposes:[17]

    a. To obtain data that can be used to make or draw conclusions about the nature of the language learning process.

    b. To give indications or directions to teachers about the target language section that is most difficult to produce by students.

    Knowing students' faults can give advantages. Those are:[18]

    a. To know the causes of the error and to understand the background of the error

    b. To correct the error made by students

    c. To prevent the same error in the future

2. The differences between Error and Mistake

Some people often experience confusion and misunderstanding when distinguishing Error and Mistake. We recognize the words Error and Mistake as two words that have almost the same meaning. Error and Mistake can be distinguished from deviations in language use.

Mistakes are generally caused by the student's inadequacy or limitations in remembering something that causes mistakes in pronouncing language sounds, words, word order, and so on. In this case, the students know the linguistic system and this mistake is temporary.[19] Otherwise, errors are caused by competency factors. That is students do not

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[17] Heidi Dulay et al. "*Language Two*". New York: Oxford University Press, 1982 p.150

[18] Tarigan, H.G and Tarigan, D. Pengajaran Analisis Kesalahan Berbahasa. Bandung: Angkasa, 1995. P, 25

[19] Tarigan, H.G and Tarigan, D. Pengajaran Analisis Kesalahan Berbahasa. Bandung: Angkasa, 1995, P. 49

understand the linguistic system of the language they are learning. These errors are usually consistent

3. Types of Error

There are four categories of error based on Surface structure Taxonomy.[20]

a. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example:

We pray ashar (incorrect)

We prayed Ashar (correct)

b. Addition

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

For example:

We did not went Jakarta (incorrect)

We did not go Jakarta (correct)

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[20] Heidi Dulay et al. "*Language Two*". New York: Oxford University Press, 1982, p.154

c. Misformation

Misformation is any wrong form of certain morpheme or structures. Misformation is indicated by the usage of wrong form of certain morphemes or structures.

For example:

I am so happy (incorrect)

I was so happy (correct)

d. Misordering

Misordering is any incorrect placement of certain morpheme in sentence.

For example:

Last year went we to the Ancol (incorrect)

We went to the Ancol last year (correct)

4. Cause of Error

Rahman Rinata's journal classified causes of error to contribute researcher's analysis of the students' writing. The three causes of errors consist of:[21]

a. Carelessness

It is typically connected to a lack of motivation. But many people assumed that the lack of interest does not necessarily come from students. Maybe it's because the teacher's materials and presentation style don't suit them

b. First Language Interference

A mother tongue or first language's acquisition was a matter of habit development. The interference of the mother tongue or first language causes the learners to make mistakes. The way their mother tongue interference with the learners is

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[21] Aunur Rahman Rinata, "*An Analysis of students' Error in Writing Interpersonal Text in The Eight Graders of SMPN 2 Lamongan*", Retain, 2018. Vol 6, No 3, p.211

called mother tongue interference. It has to do with how people learn languages.

c. Translation

The most common mistake made by students is translation. Learners make mistakes because idiomatic phrases from the first language are copied word by word into the target language by learners. Beside that, learner are aware that they lack appropriate expressions, they usually write in the linguistic system which the have been familiar.

5. The Important of Error Analysis

According to Corder in Ihya Apronisa Ulfa the study of error analysis has taken on new essence and has its significance, concerning the use of error analysis.[22]

a. To investigate the language learning process. Therefore, by doing error analysis, teacher will get an overall knowledge about the students ability to measure whether the learning process is successor not in classroom.

b. Whether it is necessary or not for teacher to have remedial teaching. Learning foreign language for students can crean an error. Knowing the students ability with low score can be consideration to do remedial or not.

In addition to facilitating effective communication with others around us, language allows us to track the advancement of a time when technology is becoming more advanced. The student's miscalculation here has several advantages. In accordance with Corner in Ihya Apronisa Ulfa:[23]

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[22] Ihya Apronisa Ulfa, "An Analysis of Students' Errors in Using Simple Past Tense In Writing Recount Text Based on Surface Startegy Taxonomy at State of Islamic University of Raden Intan Lampung in the Academic Year 2017/2018", 2018, p.38

[23] Ihya Apronisa Ulfa, "An Analysis of Students' Errors in Using Simple Past Tense………

a. Errors tell the teacher how far their students have progressed to reach the goals.

b. Error analysis has a role play in second language acquisition as well. It can help the teacher to know how far the teacher's goal is reached.

c. Errors provide evidence of how language is learnt and what strategies the learning is developing. By doing an analysis of student mistakes, the teacher or lecturer can use it as a guide to comprehend new teaching strategies by providing feedback on the mistakes made by students.

d. Errors can be used by the students to learn. That might happen if teachers let their students know when they have made mistakes in their work. In foreign language learning, the role of error analysis is crucial for both the teacher and the students themselves. The teacher can let the students know how they are doing, which helps them recognize their mistakes.

The writer is confident that the study of errors analysis will provide many beneficial things in language education based on the significance of error analysis as indicated above. At the very least, this research will enable English teachers to evaluate and identify the scale to which their students have understood the topic, which lessons have not been effectively delivered, and which lessons need to be revised.

6. The Procedure of Error Analysis

In order to begin error analysis, there must be some steps or stages of procedure. According to Theo Van Els et al. in Hermini, there are some processes in error analysis.[24]

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[24] Anggi Rama Putra. "An Analysis of Students' Error in Using Simple Past Tense in Writing Narrative Text at the Second Semester of the Eight Grade Students at SMP N Satu Atap 7 Pesawaran In Academic Year 2019/2020". Undergraduate Thesis, UIN Raden Intan Lampung.

a. Identification of errors. The first step in the process of analysis is identification of errors. In this step, teachers recognize the students' errors from the task ven by the teachers.

b. Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of students' errors implicates classification of kinds of errors made by the students.

c. Explanation of errors. The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step tries to account for how and why the students' errors occur.

d. Evaluation of errors. In this step, the writer gives evaluation from the done by the learners depends on the task that the writer will be giving to the students.

e. Preventing/Correcting of errors. The last step is correction of errors, the writer checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to avoid the students make the same errors later.

Based on the detailed explanation of the error analysis process above, it can be concluded that in fact, there are steps in the fault analysis process, first collecting data, then determining the data. to find the error made by the learner, the researcher describes the error according to the error classification, then explains the source of the student's error, and the last step is to count the errors to get the total number of errors of the student as an evaluation score.

B. The Nature of Writing

1. Definition of writing

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. The English teachers include writing skill in the syllabus this is an essential element for students academic success, because writing helps to reinforce the grammatical structure, enhance the students vocabulary and assist other language skills such as reading, listening and speaking.

Writing is a thinking process.[25] Before release, writing may be planned and subjected to an infinite number of changes. Both oral and written English communication skills are required of the students. The students feel that writing in an academic setting requires more concentration, critical thinking, and long-term learning than other talents, making it more challenging than other skills. Writing as a process of expressing ideas or thoughts in words could be done at leisure time.[26] It means, writing learning requires in long training time.

2. Characteristic of writing

There are three characteristics in writing a good text or paragraph,[27] namely:

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The

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[25] Brown, Douglas. "*Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd Edition*". New York: Pearson Education Longman, , p.56.

[26] *Leo. English for Academic Purpose: Essay Writing.* Yogyakarta: C.V Andi Offset, 2007, p. 7

[27] Boardman, A. Cyinthia. *Writing to Communicate*. Longman: Pearson Education. Inc, 2002, p.112

principles for ordering depend on the types of paragraph you are writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

b. Cohesion

Another characteristic of a good paragraph is Cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

3. Process of writing

Writing requires some processes after understanding the meaning of writing. When teaching writing, teachers should focus on the process of writing in order to help students improve their writing skills and reduce errors. There are six main stages in the process of writing they are prewriting, drafting, reviewing and revising, rewriting, editing the final version as the product of writing work.[28]

a. Pre writing

The prewriting of the writing process is the first stage. Before starting to write, teacher provides us with a specific

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[28] Siti Febriyanti, *An Error Analysis of Recount Text Written by Natural Science and Social Science Students*, 2022, p.17-19

project or some writing prompts. Firstly, create our own theme. Second, once we've decided on a topic, consider what we're going to write about that topic. The next step is to choose which ideas we want to implement and where we want to implement them. Choose which ideas to write first, which to write next, and which to write in the end.[29]

b. Drafting

Draft refers to a piece of writing's first version. The writer must use the ideas he created during pre-writing. Complete our paragraph or essay from beginning to end. Take advantage of our organization's inspiration and records. Here the author must focus on expressing ideas and details of supporting ideas. Write down all the important words, without worrying about correctness, spelling, word organization, grammar and so on.

c. Reviewing and revising

Author is required to review the content and structure in previous writing. After that, start by rewriting or building/replacing the appropriate words in the paper. In this step, writing skill is needed to strengthen good and effective writing. it can be checked by our ownself in silently or ask other friends for help in revising our writing so that we can add information and also know where the error is in the writing.

d. Rewriting

This step is a continuation of the third point. In this stage, its only need to rewrite the text that we have revised previously. the writer should enrich vocabularies or clarify something in more detail. and also need to change the structure or organization that is unclear so that our writing becomes more logical.

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[29] Dorothy.E.Zemach & Lisa.A.Rumisek. "*Academic Writing from paragraph to essay*". England: MacMillan, 2005, p. 2.

e. Editing

Perhaps the information isn't presented in a logical order, or the discourse markers are incorrect. The act of modifying and refining the initial draft is known as editing. Editing is an important stage in the preparation of an article for public consumption or publishing. we can go over our text one more time. Check our spelling and punctuation carefully, and consider the words we've selected. Make any necessary adjustments. Check that we've fixed any problems you spotted while editing and made any other adjustments you want during the correcting stage.

f. Final version

We may either self-publish our book or sell it to a publishing business. During this stage of the writing process, the completed piece is shared with other community. Printing or publishing online with the use of computers are two examples of ways to share.

In summary, since writing needs a complex fusion of skills, it is preferable to study it in its component parts. A series of steps that must be done throughout the writing process lead to a completed piece of writing. The writer must complete several steps in the writing process. Students must first choose the concepts they want to write about before outlining their text. They converted the sketches into several paragraphs during the drafting stage. Revising is a process to improve the first draft's relevance and organization. After that, proofread the writing for mistakes in grammar, spelling, punctuation, and other areas. The final version concerns sharing their efforts with others.

4.   Benefit of writing

Writing is important. A lot a advantages from it. Writing helps to express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, give a person a chance to later react on his/her ideas and re-evaluate them, provide and receive feedback and prepare for school and employment.[30]

Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to com-municate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a col-lege student or successful graduate. [31] Due to the fact that learning to write requires proficiency in the other three language abilities of speaking, reading, and listening, it occupies a special place in language instruction. It also calls for the mastery of other abilities, such metacognitive abilities. Students must create goals for their writing, prepare it properly, consider its structure and logical structure, and improve it.

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[30]   Chappell, V. (2011). *What makes writing so important*. http://www.marquette.edu/wac/WhatMakesWritingSoImportant.shtml

[31] As Walsh, K. (2010). *The importance of writing skills*: Online tools to encourage success. http://www.emergingedtech.com/2010/11/the-importance-of-writing-skills-online-tools-to-encourage-success/

C. Recount text

Recount text is a piece of text which retells past events; it is usually in the order which something that happened.[32] In a recount text, the students must retell the sequence of events or experiences which they already got in the past.[33] Recount texts are the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events.[34] No matter how easy the story, it needs an orientation. In spite of the fact that many postmodern narratives experiment with these standards, it is actually impossible to write a story without people who are established in a specific time and place. A writer shares their personal experiences with the reader or tells readers about people's experiences in a recount text. It can be classified into two types,[35] namely as follows:

a. Personal recount is a text that recounts events that the author experienced firsthand. For example: stories about our travels, events during our vacation, events during our school days.

b. Factual Recount, which is a text that recounts past events that have been witnessed or experienced by others. For example: accidents, legends and others.

c. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

d. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

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[32] Anderson, Mark & Anderson, Katy. *Text Types in English 2*. South Yarra: Macmillan Education Australia. 2003, p. 34

[33] Nafisah N and Kurniawan E. Writing *English for General Communication*. Bandung: UPI PRESS, 2007, P.56

[34] Knapp, Peter & Watkins, Megan. *Genres, Text, Grammar. Sydney*: University of New South Wales Press, 2005, P. 23

[35] Siti Febriyanti, Thesis : "An Error Analysis of Recount Text Written by Natural Science and Social Science Students" (Sumatra:UIN Sumatra Utara, 2022), page 23-26

e. A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of auto biography, first person narration (I, We) is used.

The Recount Text's Rhetorical Structure of Textual Elements

Rhetorical Structure	Function
1**. Orientation (aim)**	• It includes of a theme about which you should be told • Contains background information about the events that will be described next to help readers understand. • To attract the reader's enthusiasm and concern. • Make information in the form of who, when, where, why. • It helps to persuade the reader so that he or she may choose to read the all text. • The use of an adjective to describe one's feelings in order to highlight the importance and influence of an event.
2**. Important Event or Record of Events**	• A chronologically arranged series of events that cover the main events experienced by the character. • It also presents the author's comments in some parts.

3.Re-Orientation	• A chronologically arranged series of events that cover the main events experienced by the character. • It also presents the author's comments in some parts.

The following is an example and structure of recount text:

Orientation (Information on the context of recount)	I would like to tell you what happened to Ken one day. Ken parked his car and went to get something to eat. When he came back, he was surprised to see that his bag was gone from the trunk, stolen.
Record of Events (Done in temporal sequence)	It was a very terrible day for Ken. He lost everything, his passport, money, and airplane tickets. He felt very sad and decided to do something. Therefore, he went to the American Embassy. Unfortunately, it was closed because it was public holiday. Then, he found a policeman that was very attentive to know what happened to Ken. The policeman took him to the police station. He was very nice to help, but he couldn't do much. Ken felt so stupid because he had no money at all. The policeman felt so sorry and loaned him twenty pounds. Ken decided to give his mom and dad a call. Luckly they were home and they promised to send him some money. As Ken needed the money right away for his hotel and to buy

	some food, he decided to sell his camera. He took it to the shop and got thirty-five pounds for the camera, and he decided to move into Cheaper place and he found a youth hotel for only ten pounds a night.
Re-orientation (Closure)	It was both terrible and fun. The next day, the police called and he got everything back, and parents money arrived. He was really happy to get them all back and promised to himself to be more careful

D. Simple Past Tense

The Simple Past is used to describe past events that occurred at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context. Regular Verbs add -ed to the base form, or -d if the verbs end with -e. Irregular verbs can change in a variety of ways. The verb form is the same for all persons.[36] Uchiyama states "The simple past tense usually means that this action ended in the past. Simple past can be used for most past actions; we can use it for actions that happened quickly, actions that happened over time, or actions that were habits in the past."[37] The simple past denotes that an activity or situation started and ended at a specific point in the past. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). [38] In simple past tense, the verb used is in the past form or commonly known as V2. Therefore, in a past form sentence must have S + V2 + O. For example:

a. We closed → (we = S) (closed = V2)

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[36] http://www.usingenglish.com/glossary/simple-past.html, 8:30 pm

[37] Kent Uchiyama, *English Verb Tenses: An informal but Extensive Reference the good folks who teach them, the idly curious, and the linguistically perplexed, Article,* copyright 2016, kuchiyama@chabotcollege.edu.

[38] Azar, *Fundamentals of English Grammar,* 2002, p.A1

b. My cousin announced an engagement → (my cousin = S) (announced = V2) (an engagement = O)

Here are some common patterns of simple past tense :

1. The Verb Be

The verb Be in simple past tense are was and were. Here is the list of the subject pronoun and the verb be :

Subject	Subject Pronoun	Verb *Be*
First person singular	I	Was
Second person singular	You	Were
Third person singular	He / name of person	Was
Third person singular Female	She / name of person	Was
Third person singular Neutral	It / thing or animal	Was
First person plural	We	Were
Second person plural	You	Were
Third person plural	They	Were

A sentence with be as the main verb has three basic pattern :

a. Be + a noun

For example : We were students of State Islamic University Purwokerto.

b. Be + an adjective

For example : I was shock yesterday.

c. Be + prepositional phrase

For example : We were in Banyumas last week.

2. The Regular Verb

The simple past tense in regular verbs is formed by adding -ed to the infinitive.

a. Pattern of regular verb:

1) Verbs ending e add d only (arrive-arrived, point-pointed).

2) Verbs end in consonant „ y", change y to I and add –ed (try-tried, carrycarried).

3) Verbs end in one consonant + vowel + consonant (one syllable verbs), double the consonant and add –ed (stop-stopped, rub, rubbed).

4) Verb end in x, w ad -ed (mix-mixed, show-showed).

5) Verb end in vowel + consonant and stress is on the first syllable (two syllable verb). Add –ed do not double the consonant (visit, answer).

3. Irregular Verb

Many common English verbs change form, rather than add ed. There is a little pattern to be found in these changes and verbs of similar spelling in the infinitive may take quite different forms in the past (think-thought, drink, drank, etc.). Some general patterns emerge:

a. A vowel change in the body of the verb: drive-drove, sing-sang, know, knew. (even take-took, eat-ate, where the spelling may disguise the rule)

b. This may be accompanied or replaced by consonant changes at the end of the verb: buy-bought, think-thought, make-made

c. Some changes are of spelling rather than sound (pay-paid, lay-laid). Other verbs have variants based upon this (learn learned/ learnt, burn/burned/burnt)

d. A few verbs obey none of these: is/was, go/went and put/put are the most common.

e. Some irregular verbs have the same form in all parts: hit – hit – hit, cut-cut-cut.

4. Adverb of Time

The adverb of time which are commonly used in simple past tense are yesterday, just now, last month, last week, two days ago, tonight, today, this morning, etc.

E. Relevant Studies

The first a thesis titled "An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text at The First Semester of The Eight Grade of SMP N 1 Adiluwih Pringsewu in The Academic Year of 2017/2018" written by Zulida Sa'diah of Raden Intan State Islamic University in 2017. The finding of the research shows four types of error made by students in using simple past tense in writing recount text based on Surface Strategy Taxonomy, they were Omission, Addition, Mis-formation and Mis-ordering. Then, the highest frequency of errors made by students based on surface strategy taxonomy is misformation with the percentage is 33%, followed by addition with the percentage is 30.69% and omission with the percentage is 25.74% and the last is mis-ordering with 10.56%. The similarity of this research was intended to analyze the student error based on surface strategy taxonomy in writing recount text by using simple past tense and used descriptive qualitative as the method. The differences between my research, the subject of this research was the students at Seventh grade of junior high school while in my research the subject is the students at tenth grade of senior high school.

The second a thesis titled "An Analysis of Students' Errors in Using Past Tense in Writing Recount Texts at The Tenth Grade Students of SMK kesehatan Pro-Skill Indonesia Pekan Baru written by Gusnina Fitri of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru in 2020. The result of the error analysis process showed that students committed error into four types: omisson, addition, missformation, and misordering. From the calculation of the data, error of misformation the most frequent errors that done by the tenth grade students of SMK Kesehatan Pro-Skill Indonesia with the percentage 53.1%. Moreover, it is

followed by error of omission with percentage 26.9%, errors of misordering with percentage 15.1%, and error of addition by percentage 4.8%. These errors are caused by the learner overgenerates the rules in wrong concept. The similarity of this research is the purpose of this research to analyze at tenth grade students' error in using simple past tense in writing recount text. The differences in this research are this research used Tenth grade of Vocational High School as the subjects and used quantitative as the method while my research used Tenth grade of Senior High School and qualitative as the subjects and the method.

The third a journal title "Error Analysis on Using Simple Past Tense in Writing Recount Text at The Eighth Grade of SMP Bina Bersaudara 1 Medan" written by Heppi Kristiani Br Ginting, Rahmawati, Petrus Purwanto of University of Prima Indonesia in 2019. The finding revealed that there are 4 types of errors. They are omission, addition,selection, and ordering. Selection was the dominant errors with 151 errors (64%), followed by ordering with 37 errors (16%), addition with 31 errors (13%), and the last was addition wirh 18 errors (7%). Based on the data analysis above, the most of students' errors was selection and the least of students' errors was addition. The similarity was discussed about error analysis on using simple past tense in writing recount text and using qualitative research. The differences between my research are this research used Eighth grade of Junior High School as the subject and used interview as collecting the data, while in my research the researcher used Tenth grade Senior High School as the subjects of the research, used writing test and documentation as collecting the data.

CHAPTER III
RESEARCH METHOD

A. Research Design

Based on the title "An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text (A Case Study at The Tenth Grade of SMA Negeri 1 Belik Pemalang)", this type of this research is field research, which is used to obtain materials by going into the field conduct research. This research used qualitative method which aims to gather the data in order to know the student's error in writing recount text.

B. Research Site and Participant

This research is located at SMA Negeri 1 Belik Pemalang, Central Java. The reason to take the research on this school is the researcher was interested in investigating it because of the problems that students in learning the English language, especially in writing problems. The subject of this research was the tenth grade of SMA Negeri 1 Belik Pemalang in the second semester of the 2022/2023. To specify the participants of this research, X.6 grade was chosen as a participants based on the school was could only conduct research on one class.

C. Subject and Object of The Research

a. Subject of the research

The subject of the research in this research is the students at the Tenth grade of SMA Negeri 1 Belik Pemalang

b. Object of the research

The object of the research is the Analysis of student's error in writing recount text and the dominant errors in writing recount text at the Tenth grade of SMA Negeri 1 Belik Pemalang.

D. Data Collection Technique

In order to get data, the researcher used writing test and documentation.

1. Writing test

   Test was a method of measuring a person's ability, knowledge, or performance in a given domain. Writing test is a kind of performance test by students X.6 and the purpose of this performance is assessing students' knowledge, skills, or abilities. In this case, the researcher explains test instruction. After that, the participants were asked to write a recount text in which a class will give 30 minutes . The theme of the recount text was an unforgettable experience (holiday). The text should be divided into at least three paragraphs, which are orientation, events, and reorientation.

2. Documentation

   Documentation is collecting data from public and private document as written evidence an unobtrusive source of information.[39] Documentation used to support the data to make data more valid. Documentation of this research is the researcher collected all the data which have been documented. From the data collection the researcher analyzed the students' error in using simple past tense in writing recount text. The researcher also used RPP to ensure that the class gets text recount material and photos to capture every activity during the research.

E. Technique of Data Analysis

In this study, data was taken from two methods of collecting the data; they are a writing test and documentation. In analyzing the collected data, in qualitative analysis process, by using interactive

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[39] John Creswell, *Research Desaign Qualitative, Quantitative And Mixed Methods Approaches,* (UniteState, Sage Publications), 2007, p.180

model proposed by Miles and Huberman covering data reduction, data display, and conclusion drawing/verification.[40]

1. Data reduction

   Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary ones. Data reduction belongs to the filtering and concentrating process, complicating, extracting and converting data that occurs in written field report or transcripts. In this research, the researcher reduced the entire data taken in one class, which amounted to 30 texts, to 22 texts, so the researcher reduced 8 texts because the data was not found to contain errors, could not be read, and only contained a few sentences.

2. Data display

   Data display is form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to draw final conclusions. The most frequent form of display data of qualitative research data in the past has been narrative text. In order to show researchers simply the process of displaying data in the form of words, sentences and narratives. The collected data is mastered as the basic for drawing appropriate conclusions. In this research, after the students collected the written test of recount text and the researcher showed the collected data in the kinds of errors. The first step process of error analysis is identification of errors, the second is description of students' errors implicates classification of kinds of errors made by the students, the third is explanation of errors that

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[40] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D".* Bandung:ALfabeta, 2015, p. 337-345

can be regarded as a linguistic problem, this step tried to account for how and why the students' errors occur. And the last step is correction of errors, the researcher checks the error and give the correct one.

3. Conclusion drawing

The third step in qualitative data analysis from Miles and Huberman is conclusion and verification. Reaching conclusions is the process of mapping the content of data collected in a decent presentation. In the context of the research after the data is display, a conclusion is drawn. The conclusion drawn can start from the temporary conclusions that need to be completed. The research came to the final conclusion as an answer to the research question.

F. **Trustworthiness**

Trustworthiness or thoroughness of a study refers to the level of trust in data, interpretation and methods used to ensuring research quality.[41] In this study, researchers used trustworthiness to ensure that the data obtained had been validated by experts.

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[41] Mahmud, *MetodePenelitianPendidikan*, PustakaSetia: Bandung,.2011.p.167

CHAPTER IV
FINDINGS AND DISCUSSION

This part of the writing will elaborate the findings and discussion. This research examines the analysis of students' errors in writing recount text (a case study at the tenth grade of SMA Negeri 1 Belik Pemalang). The data of this research was obtained by writing test and documentation. This chapter was divided into a few explanations as below.

In this chapter, the researcher describes the findings are the result of two research questions being answered. The first research question is about kinds of errors in using simple past tense in the recount text written by tenth grade students at SMA Negeri 1 Belik Pemalang. The second research question is about dominant error in using simple past tense in the recount text written by Tenth grade students at SMA Negeri 1 Belik Pemalang. Meanwhile the discussion is analyzing result of research findings.

A. **Findings and Discussion**
   1. **Kinds of errors in using simple past tense in the recount text written by Tenth grade students at SMA Negeri 1 Belik Pemalang.**

      This section presents the research findings based to the first research question and discussion about analyzing result of research findings. This research was obtained by written test. Written test was a method of measuring a person's ability, knowledge, or performance in a given domain. Next step, the researcher would try to describe, explain and evaluate the errors into some kind of types based on their writing recount text. According to Heidi Dulay et. al there are kinds of errors as the following omission, addition, misordering, and misformation. The results are shown in the table below:

      a. **Omission**

         An omission is the type of error that students make when they form a statement but miss something that should have

appeared. Most of the time, they make some mistakes when omitting the to be (was, were) in the sentence. And others like past marker -ed, regular and irregular verbs.

Table 1.1 the data of Omission Errors

Error Identification	Error Correction	Error Explanation
After praying, we continu__ our trip	After praying, we **continued** our trip	It refers to an action that had occurred in the past, so should put marker: continu-ed
We stay__ night at tenth a clock	We **stayed** night at tenth a clock	It refers to an action that happened in the past, so should put marker: stay-ed
I look many people in that area	I **looked** many people in that area	It refers to an action that had occurred in the past, so should put marker: look-ed
We were visit__ playground which named haunted house	We were **visited** playground which named haunted house	It refers to an action that happened in the past, so should put marker: visit-ed
We pray__ at Istiqlal Mosque	We **prayed** at Istiqlal Mosque	It refers to an action that happened in the past, so should put marker: pray-ed
We climb__ on to mangoes tree	We **climbed** on to mangoes tree	It refers to an action that happened in the past, so should put marker: climb-ed

It ___ very crowded when we came	It **was** very crowded when we came	It refers to a subject pronoun in the sentence, so it should be : was after subject
A trip to grandmother's house around $\frac{1}{2}$ hours	A trip to grandmother's house **was** around $\frac{1}{2}$ hours	It refers to a subject pronoun in the sentence, so it should be : was
We watch__ the movie about a monster	We **watched** the movie about a monster	It refers to an action that happened in the past, so should put marker: watch-ed
I celebrate graduation with my friends	I **celebrated** graduation with my friends	It refers to an action that happened in the past, so should put marker: celebrat-ed
We ____ so tired after playing game	We **were** so tired after playing game	It refers to a subject pronoun in the sentence, so it should be : were after subject
We visited to grandmothers' house	We **visited** to grandmothers' house	It refers to an action that happened in the past, so should put marker: visit-ed
We visit to Dufan Jakarta	We **visited** to Dufan Jakarta	It refers to an action that happened in the past, so should put marker: visit-ed
After that we played a lot. So, I ___ very	I **was** very thirsty	It refers to a subject pronoun in the

thirsty		sentence, so it should be : was after subject
We arrive in Juanda international airport	We **arrived** in Juanda international airport	It refers to an action that happened in the past, so should put marker: arrive-d
I visit my brother's home in Pekalongan	I **visited** my brother's home in Pekalongan	It refers to an action that happened in the past, so should put marker: visit-ed
I ___ shock, there was a lot game	I **was** shock, there was a lot game	It refers to a subject pronoun in the sentence, so it should be : was after subject
Surabaya__-very cloudy	Surabaya **was** very cloudy	It refers to a subject pronoun in the sentence, so it should be : was after subject
Previously, I had visit him five times	Previously, I had **visited** him five times	It refers to an action that happened in the past, so should put marker: visit-ed
We ____ so excited to go there	We **were** so excited to go there	It refers to a subject pronoun in the sentence, so it should be : were after subject
She invite_ me to join the dinner with her family	she **invited** me to join the dinner with her family	It refers to an action that happened in the past, so should put marker: invite-d

My family and I decide_ to spend our day off by staying at home	my family and I **decided** to spend our day off by staying at home	It refers to an action that happened in the past, so should put marker: decide-d
Soon after I arrive at my brother's home	Soon after I **arrived** at my brother's home	It refers to an action that happened in the past, so should put marker: arrive-d
we plant__ a mangrove	we **planted** a mangrove	It refers to an action that happened in the past, so should put marker: plant-ed
I water__ the plants	I **watered** the plants	It refers to an action that happened in the past, so should put marker: water-ed
we prepare__ our bags	we **prepared** our bags	It refers to an action that had occurred in the past, so should put marker: prepare-d
I never expect__ that spending weekends at home with family could be this interesting and fun.	I never **expected** that spending weekends at home with family could be this interesting and fun.	It refers to an action that had occurred in the past, so should put marker: expect-ed
We arrive__at afternoon	We a**rrived** at afternoon	It refers to an action that had occurred in the past, so should put marker: arrive-ed
A trip to Jogja __the	A trip to Jogja **was**	It refers to a subject

happiest journey	the happiest journey	pronoun in the sentence, so it should be : was after subject
After lunch I help__ my parents__ clean the house	After had lunch I **helped** my parents **to** clean the house	It refers to an action that had occurred in the past, so should put marker: help-ed
At night I just watch tv	At night I just **watched**	It refers to an action that had occurred in the past, so should put marker: watch-ed
I always stay at the home because pandemic	I always **stayed** at the home because pandemic	It refers to an action that had occurred in the past, so should put marker: stay-ed
I watching a lot anime	I **watched** a lot anime	It refers to an action that had occurred in the past, so should put marker: watch-ed
We start to finding a seat for the rest	We **started** to finding a seat for the rest	It refers to an action that had occurred in the past, so should put marker: start-ed
We arrive at the event	We **arrived** at the event	It refers to an action that had occurred in the past, so should put marker: finish-ed
Second day, we want to buy some dodol	Second day, we **wanted** to buy some dodol	It refers to an action that had occurred in the past, so should put

		marker: finish-ed
When I try to ride banana boat	When I **tried** to ride banana boat	It refers to an action that had occurred in the past, so should put marker: finish-ed
I very happy because I had very pleasant experience with my family	I **was** very happy because I had very pleasant experience with my family	It refers to a subject pronoun in the sentence, so it should be : was after subject
It so much fun during the holiday	It **was** so much fun during the holiday	It refers to a subject pronoun in the sentence, so it should be : was after subject

From the table 1.1 the total numbers of omission errors committed by students were 39. The bold items above should put –ed, and to be "was". From the table above "I never expect__ that spending weekends at home with family could be this interesting and fun". The correct answer is "I never **expected** that spending weekends at home with family could be this interesting and fun". Students know that to tell the past event, but students did not put regular past verb. It means, the student does not know writing in recount text with simple past tense. The major reason of the students' difficulties on using Simple Past Tense in Writing Recount Text was in changing Verb1 into Verb2 form, and weakness of vocabulary. [42] Meanwhile, the students did not exactly understand about the structure of past tenses.[43] The students use the Past Continuous

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[42] Heppi Kristiani Br Ginting, "Error Analysis on Using Simple Past Tense in Writing Recount Text at The Eighth Grade of SMP Bina Bersaudara 1 Medan", Jurnal Edulingua, Vol 6. No. 1. Juni 2019, p.15

[43] Radiah Hamid and Qayyimah, "An Error Analysis in The Use of Past Tense in Writing

to talk about action or situation that lasted for some time in the past.

Next example of omission error is "I ___ shock, there was a lot game". The correct answer is "I **was** shock, there was a lot game". The students didn't exactly understand about the structure of past tenses. Where the students use the Past to talk duration time is unknown or unimportant.[44] The students must put **was** to tell that is past event.

b. Addition

Addition errors are characterized by the presence of an item which not appear in well-formed utterance. Addition is indicated by the presence of an "unwanted" item in sentences. This happens when the students overuse certain grammatical rules of the target language.

Table 1.2 the data of Addition Errors

Error Identification	Error Correction	Error Description
We were took pictures	We ✖ took pictures	It refers the incorrect past tense sentence, so it should be omitted auxiliary verb: were.
I was took picture	I took a picture	It refers the incorrect past tense sentence, so it

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Recount Text at The Second Year of SMP Unismuh Makassar", Exposure Journal 17, Vol. 3 No. 1 May 2014

[44] Radiah Hamid and Qayyimah, "An Error Analysis in The Use of Past Tense in Writing…………..

		should be omitted auxiliary verb: was and put verb 1
I was and family went around Batu Night Square	I ✖ and family went around Batu Night Square	It refers the incorrect past tense sentence, so it should be omitted auxiliary verb: was.
One of them was laugh in that room	One of them ✖ laughed in that room	It refers the incorrect, an error adding 'to be' that is not indeed
We were played at the playground	We ✖ played at the playground	It refers the incorrect, adding were in verbal Sentence
We was arrived in Bali at 10 am	We ✖ arrived in Bali at 10 am	It refers the incorrect, an error adding 'to be' that is not indeed
We were prepared to pray	We ✖ prepared to pray	It refers the incorrect, adding were in verbal Sentence
I was started to running	I ✖ started to running	It refers the incorrect, an error adding 'to be' that is not indeed
I went visited playground which	I ✖ visited playground which	It refers the incorrect, an error

named haunted house	named haunted house	adding double 'verb2' that is not indeed
I was surprised when He did not comeback	I ✘ surprised when He did not comeback	It refers the incorrect, an error adding 'to be' that is not indeed

From the table 1.2 the total numbers of addition errors committed by students were 10 errors. The X sign above is a marker given by the researcher to mark word mistakes made by students. The first example is "I **was** and family went around Batu Night Square". From that sentence the student added 'was' after the subject because it is put after the first subject 'I'. it should not be added 'was' because it does not explain in the second subject 'family'. Since the subject is plural, so the to be should be 'was'. Otherwise, the case of the second sentence is same as the first sentence.

The second example is "I **was** surprised when He did not comeback". It refers the incorrect, an error adding 'to be' that is not indeed. The student added to be: was, were in verbal sentence after the subject.[45] Students know they should use the simple past tense in their composition, but they don't know when to add it to the sentence.

c. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

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[45] Affifatul Millah, "An Error Analysis on The Use Simple Past Tense in Studensts' Recount Text Writing (A Case Study at the tenth grade of MA NU Banat Kudus)2018.p 48

Table 1.3 the data of Misordering Errors

Error Identification	Error Correction	Error Description
And **did not forget we** take a picture together	And **we did not forget** take a picture together	It refers the incorrect, an error misodering of subject and verb

In the findings, the student made a sentence which its order is incorrect. In table above, the student was confused in the preparation of morphemes in the sentence. Although misordering error was the fewest error found, it had a big influenced in sentence meaning.[46] So, if there is an error in composing a sentence, it will affect the understanding of people who read or who listen to it. The student put the wrong sequence in their writing of recount text.

From the table 1.3 "And **did not forget we** take a picture together" is incorrect sentence. The correct answer is "And **we did not forget** take a picture together". It refers the incorrect, an error misodering of subject and verb.

d. **Misformation**

Misformation errors are characterized by the uses of the wrong form of the morphame or structure. While in errors of omission, the items are not supplied of all, in

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[46] Afifatul Millah. "An Error Analysis on The Use of Simple Past Tense in Students' Recount Text Writing (A Study at the Tenth Grade of MA NU Banat Kudus)". Thesis. Walisongo State Islamic University Semarang. 2016

errors of misformation the learners supply something although it is in an incorrect form.[47]

Table 1.4 the data of Misformation Errors

Error Identification	Error Correction	Error Description
We **have** many activities that **make** us enjoy	We **had** many activities that **made** us enjoy	It refers the incorrect, an error misforming irregular past verbs: use make and have instead of made and had.
I **have** breakfast at the morning	I **had** breakfast at the morning	It refers the incorrect, an error misforming : use have instead of had
So, we **do not** need so much time to finish	So, we **did not** need so much time to finish	It refers the incorrect, an error misforming verb 1 (present tense) in the past tense
My new experience that **can** make my riding skill better than before	My new experience that **could** make my riding skill better than before	It refers the incorrect, an error misforming use modal (present tense
I **can** go to the zoo	I **could** go to the	It refers the

[47] Abdullah Syukur and Ardhy Supraba. "An Error Analysis on the Use of Simple Past Tense". Jurnal Pendidikan Bahasa dan Sastra, Vol. 2, No. 2, 2022

	zoo	incorrect, an error misforming use modal (present tense
One day I and my family **go** to zoo	One day I and my family **went** to zoo	It refers the incorrect, an error misforming verb 1 (present tense) in the past tense
We go at the morning	We **went** at the morning	It refers the incorrect, an error misforming verb 1 (present tense) in the past tense
I and my family it is very happy	My family and I **were** very happy	It refers the incorrect, an error misforming use tobe (present tense) in the past tense
The next day, we go at candi prambanan and candi Borobudur	The next day, we **went** at prambanan temple and Borobudur temple	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We go to Malioboro and Indrayani beach	We **went** to Malioboro and Indrayani beach	It refers the incorrect, an error misinforming verb1 (present

		tense) in the past tense
I go to Purwokerto	I **went** to Purwokerto	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We go to grave	We **went** to grave	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
I go to the city Kebumen	I **went** to the city Kebumen	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We go by car	We **went** by car	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We go to there for vacation	We **went** to there for vacation	It refers the incorrect, an error misinforming verb1 (present

		tense) in the past tense
We go in the beach	We **went** to the beach	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We go to beach Kebumen	We **went** to Kebumen beach	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
I go from Belik to Pangandaran	I **went** from Belik to Pangandaran	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We go to the hotel	We **went** to the hotel	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
I spend time at home	I **spent** time at home	It refers the incorrect, an error misinforming verb1 (present

		tense) in the past tense
There **is** many animals in the zoo	There **were** many animals in the zoo	It refers the incorrect, an error misinforming use tobe (present tense) in the past tense
A trip to Tegal years ago **is** an experience I will never forget for the rest of my life	A trip to Tegal years ago **was** an experience I will never forget for the rest of my life	It refers the incorrect, an error misinforming use to be (present tense) in the past tense
I keep repeating the same activities during holiday and It's very boring	I keep repeating the same activities during holiday and it **was** very **bored**	It refers the incorrect, an error misinforming use to be (present tense) in the past tense
It's the longest first walk with a big family	It **was** the longest first trip with a big family	It refers the incorrect, an error misinforming use to be (present tense) in the past tense
I **am** more enthusiastic to continue higher education	I **was** more enthusiastic to continue higher education	It refers the incorrect, an error misinforming use to be (present

		tense) in the past tense
It **is** sad story when I left my friends	It **was** sad story when I left my friends	It refers the incorrect, an error misinforming use to be (present tense) in the past tense
We go to Indrayanti beach	We **went** to Indrayanti beach	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We buy some foods	We **bought** some foods	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense
We make castle sand at the beach	We **Made** castle sand at the beach	It refers the incorrect, an error misinforming verb1 (present tense) in the past tense

From the table 1.4, the total numbers of misformation 30 errors by the students were wrong choosing word. This error occurred because the student was wrong in choosing

the right words. [48] So, who read or who listen will misunderstood.

In the findings, "We go to Malioboro and Indrayani beach" is incorrect. The correct answer is "We **went** to Malioboro and Indrayani beach". This refers the incorrect, an error misinforming verb1 (present tense) in the past tense.

The second example "We make castle sand at the beach" is incorrect. The correct answer "We **Made** castle sand at the beach". It refers the incorrect, an error misforming verb1 (present tense) in the past tense. In this case, mostly students did not know the movement verb from infinitive into past tense. For the table above, the students use invinitive verb where the verb should be past tense verb.

2. **Dominant error in using simple past tense in the recount text written by tenth grade students at SMA Negeri 1 Belik Pemalang**

There are 80 errors occurred from 22 students. The kinds of error found on recount text made by tenth grade SMA Negeri 1 Belik Pemalang. Four kinds errors appear in this recount text there are ommisons, additions, misordering, and misformations. Those error consist in some kinds of cases. The researcher explained about students' error in using simple past tense. In analyzing the types of error, the researcher uses the percentage technique.[49]

$P = \frac{F}{N}$ x 100%

With the following information:

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[48] Selvia Lisa Asni, Susi Susanti. "An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi". International Journal of Language Teaching and Education 2018, Volume 02, No 2, July. P 131-144

[49] Zulida Sa'diah, "An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text at the First Semester of the Eighth Grade of SMP N 1 Adiluwih Pringsewu in the Academic Year of 2017/2018", UIN Raden Intan Lampung, 2017

P   = percentage of the error

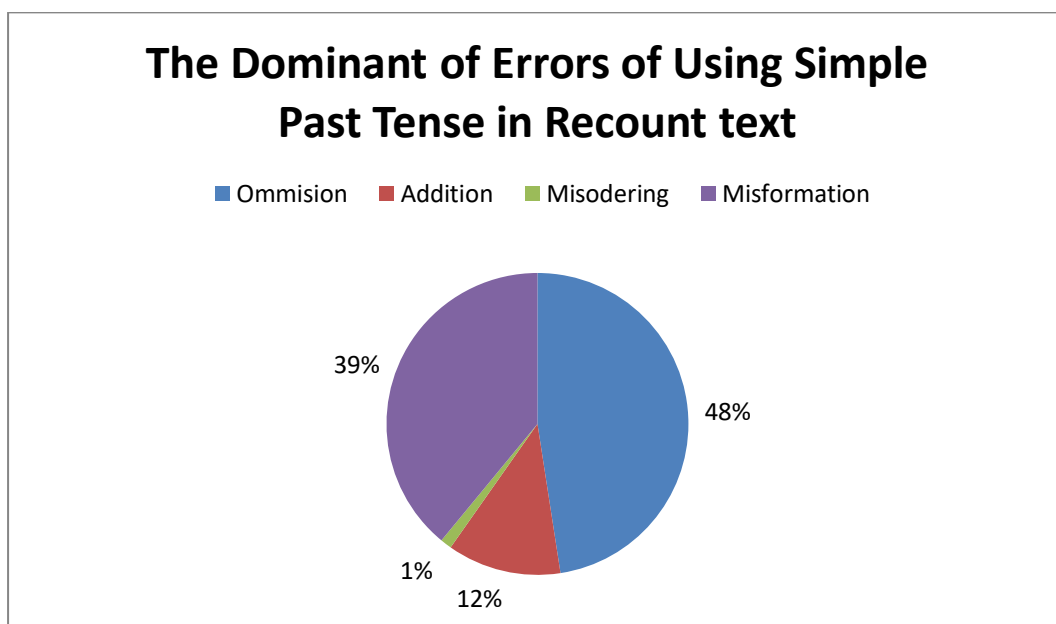F   = frequency of the error

N   = total sample

Figure 4.1 **The dominant of errors**

Based on the result of the research, the researcher found four types of errors made by students in using simple past tense in writing recount text; they were omission, addition, mis-formation, and mis-ordering. Then, the highest frequency of errors made by the students is omission 48% followed by Misformation 39%, Addition 12%, and the last misodering 1%. The total number of errors is 80. The researcher found omission as the most number of error found in recount text. There are 39 error of omission. It is followed by error of misformation in the second position with 30 errors, addition in the third position with 10 errors, and the last position is misodering position with 1 errors. The results show that most errors occur because grammar learners do not master the rules of the target language. This makes students confused in applying the

rules when writing English. This happens because the learner has limited knowledge of the target language.

The frequency of errors is different. The first previous study is conducted by Zulida Sa'diah. In her research, misformation is the greatest number of errors found (33%) and the lowest percentage was misordering (10,56%).[50] The second previous study is conducted by Ginting et.al. In their research, misformation is the greatest number of errors found (64%) and and the lowest percentage was addition (13%).[51] The result of this previous study is also different from this study because the subject of their research.

Related to the dominant error in using simple past tense in the recount text, it was found that students had various difficulties in expressing their idea in recount text especially in writing simple past tense. Dealing with simple past tense, it closes to past form of verb and verb be (was/were), auxiliary did, and so on. Dignen, at all explain that simple past tense is used to discuss about the past action or states often with the expression.[52] Furthermore Wishon and Burks, states that simple past tense is used to report a state or activity which can be ascribed to a definite past time.[53]

In this study, such errors were found when students did not understand the form of negative or positive statements that determined the required simple past tense form. In most cases, students responded with the wrong form of the simple past tense because they were still confused or inattentive to the form or statement they were asked to confirm.

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[50] Zulida Sa'diah, "An Analysis of Students Errors in Using Simple Past Tense in Writing Recount Text at The First Semester of The Eight Grade of SMP N 1 Adiluwih Pringsewu in The Academic Year of 2017/2018", thesis, Raden Intan State Islamic University, 2017, p.57

[51] Heppi Kristiani Br Ginting, "Error Analysis on Using Simple Past Tense in Writing Recount Text at The Eighth Grade of SMP Bina Bersaudara 1 Medan", journal, Jurnal Edulingua | Vol 6. No. 1. Juni 2019, p.15

[52] Etty Musfia and Muhd. Al Hafizh. "Students' Errors in Simple Past Tense on Recount Text at Class IX SMPN 1 Lubukbasung", Advances in Social Science, Education and Humanities Research, volume 463, p.3

[53] Etty Musfia and Muhd. Al Hafizh. "Students' Errors in Simple Past…………….

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this study, the researcher had two research questions. The first problem was to find the kinds of error in recount text made by tenth grade students use the simple past tense. The second problem was to find dominant errors in the use of the simple past tense made by tenth grade in the recount text. To answer all these questions, researchers conducted writing test and analyzed documents. The document was the text of the recount text made by tenth grade students.

At the tenth grade in SMA Negeri 1 Belik Pemalang in academic year 2022/2023, the researcher found kinds of errors in recount text and they are omission, addition, misordering, and misformation, whose total was 80. As seen in the above, the dominant error is omission with 39 errors of occurrence 48%.

B. Limitation of Study

In order to obtain specific research equitable, the study performed a limited study. Limits of the study are intended to establish the limits of the problems to be observed. The researcher has focused about kinds of errors in using simple past tense in recount text and dominant error in using simple past tense in the recount text written by tenth grade students at SMA Negeri 1 Belik Pemalang and the researcher did not discuss about factor s of causing error.

C. Suggestion

Based on this result, the researcher would like to make some suggestions for students to improve their grammatical structure skills and for future English teachers in teaching learning activities.

1. For Student

    In the teaching-learning activities, students must pay attention and be motivated by the teacher's explanations. They should utilize the time as much as possible to develop their knowledge about grammar skill in English and do all practices to get better in writing a text.

2. For Teacher

    Teacher should choose and apply the appropriate teaching method, so that the teaching-learning activities will become fun and not bored. They have to be more communicative and interactive to students such as giving feedback, so the students will be easy to understand.

    Regularly practice the students expressing their idea through recount text as one of the alternatives, to accustom them to expressing their idea using English. It will be beneficial to prevent of at least to minimize the errors committed in expressing their idea in English.

3. For other

    The purpose of this study is to gather data for an analysis of students' misuse of the simple past tense when writing recount texts. It can benefit society by serving as a resource for other researchers who are analyzing student using errors of the simple past tense in producing recount texts at the tenth grade SMA Negeri 1 Belik Pemalang.

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