

**GRAMMATICAL ERRORS ANALYSIS ON STUDENTS'
RECOUNT TEXT AT THE ELEVENTH GRADE STUDENTS
OF SMAN 1 JETIS PONOROGO IN ACADEMIC YEAR
2016/2017**

THESIS



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ABSTRACT

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Grammar is the rules of the English language to combine the words into the sentences. Grammatical errors happen when combine the words of the text. Grammatical errors can change the meaning of the text. Especially in writing skill, many students have problems to make sentences. To know the errors, we should analyze the writing that usually called error analysis. This thesis analyses the errors of students' recount text at SMAN 1 Jetis Ponorogo.

The statements of the problems are: 1) What are the types of errors in using simple past tense on the students' recount text at eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017?, 2) What is the dominant type of errors in using simple past tense on the students' recount text at the eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017? The objectives of this study are to find out the types of errors and the dominant type of errors in using simple past tense on students' recount text at eleventh grade students' of SMA N 1 Jetis Ponorogo in academic year 2016/2017.

The research design in this research was descriptive qualitative. The researcher conducted documentation to collect the data. To analyse the data, the researcher used content analysis. The steps to analyze of this research were data reduction, data display and conclusion drawing/verification.

The result of this research is summarized as follows: 1) There are four types of errors in using simple past tense in students' recount text. The first is omission type. The total errors are 44 errors. The second is addition type. The total errors are 13 errors. The third is misformation type. The total errors are 157 errors. The fourth is misordering type. The total errors are 11 errors. The recapitulation total of errors are 225 errors. 2) The dominant type of errors is misformation type. The total errors are 157 from 225 errors.

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, we have known that passing the exam of English subject is one of criteria to graduate from junior and senior high school. When students continue their study to higher grade, they should pass the exam of English. So, English is one of the important subjects that has to be learnt in Indonesian school. Learning English language consisted of four skills that must be mastered by the students. The skills are listening, speaking, reading, and writing. One of them that have to be learnt is writing.

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college.¹ Writing is often thought of as the most difficult of the four skills.² The students need to think everything at once. They should produce words, sentences, and paragraph at the same time. Usually, the people get some errors that they make. To know the errors, we should analyze the writing that usually called error analysis.

¹ Dorothy E Zemac and Carlos Islam, *Paragraph Writing*, (Macmillan: Macmillan Publisher, 2005), iv.

² Jan Pleuger, *How to Teach Modern Language and Survive*, (Britain: Cromwell Press, 2001), 155.

Error analysis involves studying samples of learners' spoken or written language to identify the errors that they make. This analysis can be used as the basis for providing feedback to learners, or for tabulating and keeping a record of their errors.

When students learn English, their first and target language could mix and influence each other. The patterns of the target language can be very different from those of their first language. Mostly, students are using the Indonesian sentence patterns unconsciously when they write English sentence without paying attention to the rules. The structural differences between Indonesian and English could cause students to make some grammatical errors. In other words, the Indonesian students may find difficulties in using the correct structure in English. This might mostly the students are influenced by their mother tongue on the acquisition of the new structures.

Since students' learning English is still affected by their mother tongue, they often find problems in grammar, vocabulary, spelling, and etc. Nevertheless, the students usually face a difficulty in English grammar, particularly in arranging words into correct utterances or sentences. It means that grammar is one of the most important parts of English to communicate with others. Therefore, the students must be capable of grammar.

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.³ Grammar is a description of the rules that govern how a language's sentences are formed.⁴ A learner who knows grammar is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms.⁵ Furthermore, Murcia and Hilles states that "grammar often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations."⁶ The statements persuade that grammar will help students to communicate properly because it is the basic knowledge of English.

There are many topics of grammar that cannot be ignored. They are articles, parts of speech, modal, auxiliaries, tenses, etc. Example: problem with irregular verb. Using a participle instead of a past for simple past statements. Incorrect: They done it very well after they had practiced. Correct: They did it very well after they had practiced.⁷ However, there is part of the grammar that is considered to be the most difficult to learn for the Indonesian students, namely, tenses. Simple past tense is the example.

³ Ron Cowan, *The Teacher's Grammar of English* (New York: Cambridge University Press, 2008), 3.

⁴ Scott Thornbury, *How to Teach Grammar* (England: Pearson Education Limited, 1999), 1.

⁵ Penny Ur, *Grammar Practice Activities* (Cambridge: Cambridge University Press, 1988), 4.

⁶ Murcia and Hilles, *Techniques and Resources in Teaching Grammar* (New York: Oxford University Press, 1987), 8.

⁷ Sharpe, *Barron's How to prepare for the TOEFL test 11th edition* (Ciputat: Bina Rupa Aksara, 2005), 116.

Based on the researcher's experience while doing observation at eleventh grade students in SMA N 1 Jetis, noticed that the use of simple past tense often makes students confused with its complexity. They often write "He go to school yesterday," instead of "He went to school yesterday". The verb form has to be changed from infinitive into past tense. It shows that Indonesian students do not consider that in English there are verbs formed infinitive and past tense. In Indonesian language, there are no verb changes that affect the language.

Therefore, the researcher would like to make a research on Grammatical Error Analysis on Students' Recount Text at the Eleventh Grade Students of SMAN 1 Jetis Ponorogo in Academic Year 2016/2017.

B. Research Focus

There are many problems on grammar but the researcher just focus on the tense especially of using simple past tense on the students' recount text.

C. Statement of the Problems

Based on what has been described in the background of the study, the researcher formulates the problem as follow:

1. What are the types of errors in using simple past tense on the students' recount text at eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017?

2. What is the dominant type of errors in using simple past tense on the students' recount text at eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017?

D. Objectives of the Study

The objectives of the study are:

1. To find out the types of errors in using simple past tense on students' recount text at eleventh grade students' of SMA N 1 Jetis Ponorogo in academic year 2016/2017.
2. To find out the dominant type of error in using simple past tense on students' recount text at eleventh grade students' of SMA N 1 Jetis Ponorogo in academic year 2016/2017.

E. Significance of the Study

This research is expected to give theoretical and practical benefits.

1. Theoretically

The result of this study will give information about errors in using simple past tense on the students' recount text.

2. Practically

- a. For the teacher

This study is expected to be useful for English teachers so they can recognize the problems of the students and find the ways to solve it.

b. For the students

This study is expected to give students about the rules how to use simple past tense and how to correct the errors in writing recount text.

c. For readers

This study is expected to give readers in generally a reference of grammar especially in simple past tense and more information of simple past tense and problems faced by the students in choosing simple past tense. The researcher hopes that this study will give her experience about simple past tense error analysis.

d. For researcher

To give inspiration and provide a reference for the next researchers who are interested in error analysis of simple past tense.

F. Research Methodology

1. Research Design

In this research, the researcher uses qualitative approach. This type of research is qualitative descriptive because the research basically aims at describing the wrong data that is on recount text. In addition, the data are described descriptively based on the research problems; What the types of

errors in using simple past tense on the students' recount text at eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017 are and What the dominant type of errors in using simple past tense on the students' recount text at eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017 is.

2. Researcher's Role

The characteristic of qualitative research is the researcher as a key instrument. So, in this research, the researcher is determining instrument, the full participant and the data collector during the process of research.

3. Research Location

The researcher is conducted at SMAN 1 Jetis Ponorogo. It is a senior high school in Kutu Wetan village, Jetis, Ponorogo. The researcher wants to know the students of SMAN 1 Jetis make error in using simple past tense, knowing types and sources of students' error. This research takes place at the eleventh grade of IPA students in SMAN 1 Jetis Ponorogo in academic year 2016/2017.

4. Data Sources

The principle of data sources in this research in words, actions and documentation. The data sources in this research is documentation (students' recount texts, school documents, photos).

5. Technique of Data Collection

In doing and solving the problems in the research, the researcher needs technique in collecting data. "There are three fundamental techniques of collecting data in qualitative research: observation, interview, and documentation".⁸ It means that there are three technique of collecting data in qualitative research that can use by the researcher. They are observation, interview and documentation. In this research, the researcher use documentation in collecting the data. We have been using the term document to refer to materials such as photographs, videos, films, memos, letters, diaries and clinical case records.⁹

Technique of collecting data used in this research was a test. The researcher conducted a test in order to collect the data of students' recount text simple past tense. The test was in the form of written test. The students were administered in a writing assignment that involved essay writing. First, they were required to write a recount text within 60 minutes. To avoid lack of

⁸ Margono, *Metodologi Penelitian Pendidikan* (Komponen MKDK, Jakarta: Rineka Cipta), 158.

⁹ Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education fifth edition* (New York: United Stated of Amica, 1982), 65.

attention after writing an essay for an hour, students were provided 15 minutes to identify and correct the mistakes that they might produce. The test was only held once because the researcher wanted to identify the errors of students' simple past tense but not to investigate the development of students' written ability. From students' written text, the researcher identified errors on simple past tense of recount text.

6. Data Analysis

The analysis of qualitative research involves aiming to uncover and or understand the big picture by using the data to describe the phenomenon and what this means.¹⁰ Many qualitative data analysis undertake forms of content analysis. Broadly defines content analysis as any technique for making inferences by systematically and objectively identifying special characteristics of messages.¹¹

Content analysis can be used when qualitative data has been collected through:

- a. Interviews
- b. Focus groups

¹⁰ http://libweb.surrey.ac.uk/library/skills/Introduction%20to%20Research%20and%20Managing%20Information%20Leicester/page_75.htm, accessed on 6th May 2016.

¹¹ Bruce L. Berg. *Qualitative Research Method For the Social Science* (USA: California University, 2001), 240.

c. Observation

d. Documentary analysis

Content analysis is any research technique for making inferences by systematically and objectively identifying specified characteristics within text.¹² Content analysis focuses on language and linguistic features, meaning in context, is systematic and verifiable, as the rules for analysis are explicit, transparent and public. Further, as the data are in a permanent form (texts), verification through reanalysis and replication is possible.¹³

In other word, content analysis focuses on summarizing, interpreting, and reporting the main contents of data and their messages. In addition, content analysis can be undertaken with any written material such as interview transcriptions and media products (film, reports).

According to those explanations above, the researcher concludes that content analysis is a method in analyzing meaning and characteristics of written texts or literatures and visual materials. All of written texts or literatures and visual materials called document. Content analysis tried to find content and meaning from document. In this research, the researcher used recount text from eleventh grade on SMAN 1 Jetis Ponorogo.

The analyzing data are defined as three steps:

¹²Kimberly A. Neuendorf, *The Content of Analysis Guidebook*, (London: Sage Publications, Inc., 2002), 10.

¹³Louise Cohen, et. Al. *Research Method In Education Sixth Edition* (London; Routledge, 2007), 475.

- a. Data reduction or data editing refers to the process of focusing, selecting, simplifying, abstracting and transforming the data appear in written up field notes or transcriptions.¹⁴ In this research, the researcher obtained the data trough documentation about the students' recount text of the eleventh grade students of SMAN 1 Jetis Ponorogo.
- b. Data display is arranging the primary data systematically to make a simple data, meaningful and it can be done in the form of brief descriptions, charts, relationships, between categories, flowcharts and the equivalent.
- c. Conclusion drawing is analyzing the data constantly during or after the data being collected to get the conclusion of research.

7. Research Procedures

There are three procedures and with last procedure from research such as outcome research report, research procedure such as:

- a. Preparation

In preparation step, the researcher goes to the research location to observe the interesting phenomenon to determine the research focus.

- b. Application

Describe the types of errors of all students' recount text in eleventh grade of SMA Negeri 1 Jetis. The researcher asks the students to make

¹⁴ Mathew B. Milles and A. Michael Hiberan, *Qualitative Data Analysis* (USA: SAGE Publications, Inc., 1994),10.

recount text and the researcher will analyze the errors.

c. Reporting

In this step, the researcher writes the result of the errors analysis in simple past tense on students' recount text at eleventh grade of SMA Negeri 1 Jetis Ponorogo.

G. Organization of the Thesis

In organization of the thesis, it has purpose to ease understanding the thesis.

This thesis will be divides into five chapters as follows:

- Chapter I : This chapter discuss about, introduction it contains of background of the study, statement of the problems, objectives of the study, significance of the study, and research methodology which contains research design, researcher's role, research location, data analysis, research procedure and organization of the thesis.
- Chapter II : This chapter discuss about review of related literature that covers the theory of error, error analysis, types of errors, definition of grammar, the important of grammar, simple past tense and recount text.
- Chapter III : This chapter discuss about data description; general data and specific data of error analysis in simple past tense on

students' recount text at eleventh grade of SMA Negeri 1 Jetis Ponorogo in academic year 2016/2017.

Chapter IV : This chapter is analysis the data error of simple past tense in students' recount text at the eleventh grade of SMA Negeri 1 Jetis Ponorogo in academic year 2016/2017.

Chapter V : This chapter is closing, concluding section that will give the conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter researcher will explain about definition of error and error analysis, types of errors, grammar, simple past tense, writing and recount text.

A. Theoretical Study

1. Error and Error Analysis

a. Definition of Error and Error Analysis

As learner of a foreign language, making some errors cannot be avoidable for students. Douglas Brown defined error as “a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner.”¹⁵ According to Dulay, errors are the flawed side of learner speech or writing, those are parts of conversation or composition

¹⁵ Brown, *Principles of Language Learning and Teaching, 4th ed.*, (New York: Longman, 2000), 217.

that deviate from some selected norm of mature language performance.¹⁶ Rod Ellis argues that “Once all the errors have been identified, they can be described and classified into types.”¹⁷ According to Brown “errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors called error analysis.”¹⁸ Also, Muriel states that “error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners’ creative ability to construct language.”¹⁹

Based on some definitions from the experts above, the researcher can conclude that error cannot avoidable from students. But, it can be analyzed to know what the type of the error is.

b. Types of Error

1. Omission

Error of omission is the absence of an item that should appear. Errors of omission where some element is omitted which should be present. The learner omits the item that should appear in the good utterance.

Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes.

¹⁶ Heidi Dulay, *Language Two, et. al.*, (New York: Oxford University Press, 1982), 138.

¹⁷ Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 1997), 18.

¹⁸ Brown, *Principles of Language Learning and Teaching, 4th ed.*, (New York: Longman, 2000), 218.

¹⁹ Muriel Saville Troike, *Introducing Second Language Acquisition*, (New York: Cambridge University Press, 2006), 37.

Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries and preposition.

Example: *Angelina is an actress.*

From the explanation and example above, the word *Angelina* and *actress* are content morphemes because *Angelina* and *actress* is noun and has a mayor meaning. The word *is* and *an* are grammatical morphemes because they are verb auxiliaries and article, and they are also play a minor meaning in that sentence.

Omit grammatical morphemes are more frequently than content words. It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (*-ed, -ing, -s*) correctly. Omit content morphemes are typically made by the learner in the early stage. It happens because the learner still has limitation of the vocabulary which is used in the sentences. the classification of omission can specific as follows:

- a. Omission of –ed : He was call.
- b. Omission of the subject pronoun : (He) pinch the man.
- c. Omission of object pronouns : I don't know (it) In English
- d. Omission of main verb : He (fell?) in the water.

e. Omission of to be : He in the water

2. Addition

Addition is the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Example: He doesn't knows my name or we didn't went there. Three types of addition errors are:

a. Double Markings

In a sentence where an auxiliary is required in addition to the main verb, takes the tense. Learners who have acquired the tensed form for both auxiliary and verb often place the marker on both, as in "We didn't went there".

Because two items rather than one are marked for the same feature (tense, in these example), this type of addition error has been called double marking.

b. Regularizations

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the rule. For example, the verb "eat" does not become "eated", but "ate"; the noun "sheep" is also "sheep" in the plural, not "sheeps".

c. Simple additions

If an addition error is not a double marking nor a regularization, it is called a simple addition. Example, Article a, “a this”. Preposition, “in over here”.

3. Misformation

This error is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in misformation, the learner supplies something even though that is incorrect. For example; *I buyed a novel two days ago*. In simple past tense, the word *buyed* is wrong, verb two of *buy* is *bought*. So, the correct is *bought*. There are three types of misformation:

- a. Misformation of gerunds after preposition: You must not discourage him from write what he must.
- b. Misformation of the next verbal word: We should studying tonight.
- c. Misformation of irregular verb: I falled
- d. Misformation of modal: I can hear your voice last night
- e. Misformation of time signal: Today I study English.

4. Ordering

Error of ordering is the error where the items presented are correct but wrongly sequences. The kinds of misordering types are:

- a. Verb before subject, example: *Escaped the professor from prison*.

b. Subject and object permuted, example: *English use many countries.*

For example, *I have pen blue.*

From the example above, the items are correct, but the writer doesn't put the items in the appropriate order.²⁰

2. Grammar

a. Definition

Grammar is very important to know by all of the students in Indonesia. Grammar is the rules that say how words are combined, arranged and changed to show different meanings.²¹ Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. For example, in English the present form of the verb **be** in the third person has two distinct forms, one (is) being used with a singular subject, and the other (are) with a plural; and if the plural *are* is combined with a singular subject, the result is usually unacceptable or ungrammatical. Thus, a sentence like: This is a book is grammatical, whereas This are a book is not.²²

The statement above shows that English language different with Indonesia language. In Bahasa, there is not pattern of grammar and in English language, there is pattern of grammar certainly.

²⁰ Heidi Dulay, *Language Two, et. al.*, (New York: Oxford University Press, 1982), 146.

²¹ Michael Swan, *Practical English Usage* (London: Oxford University Press, 2002), xxiii.

²² Penny Ur, *Grammar Practice Activities* (Cambridge: Cambridge University Press, 1988), 4.

Grammar may be defined as a system of rules for the use of language, or as a study of what is preferred and what is to be avoided in effective speech and writing. We all speak and write whether or not we are able to state rules governing the words we use. To be effective we must achieve clarity of expression. We need to know how to present ideas forcefully, without confusion or unnecessary words, by choosing language suited to our purpose.²³

From the explanation above, it can be concluded that grammar is very important in English language. The use of grammar correctly can cause the receiver of messages understand.

b. Problems in Grammar

There are many problems in grammar. They are problem with main verbs, problem with tense, problem with passives, problem with conditionals, problems with pronouns, problem with nouns, and etc.²⁴ In this research, the researcher found out the error in using simple past tense. They are omission of to be and wrong form of verb. Many students still had a difficulty in using the correct form of be in the sentences. The example of omission of to be such as the sentence “I so happy”, they tend to omit the presence of be. The sentence should be revised “I was so happy”. The

²³ Margaret Shertzer, *The Elements of Grammar* (USA: Macmillan Publishing Company, 1996), 1.

²⁴ Sharpe, *Barron's How to prepare for the TOEFL test 11th edition* (Ciputat: Bina Rupa Aksara, 2005), 107.

example of wrong form of verb in the sentence “We go home”, the students did not realize V2 in writing simple past tense sentences. The verb “go” should be replaced with “went”.

In the article, there are many errors in using simple past tense in recount text.²⁵ The first is addition of to be (before and after verb). The example is “I was do many activities”. The sentence above shows that the addition of to be occurred in the form of the simple past tense. Since the sentence tell the event that happened in the past, the verb “do” in the sentence should be replaced by “did”. The correct sentence should be “I did many activities”.

The second is wrong form of to be. The example of the sentence is “I am so happy”. Since the sentence tells the event that happened in the past, to be (am, is and are) must be in the form of past tense. The correct sentence should be “I was so happy”.

The third is wrong form of modal auxiliary. The example of the sentence is “I can helped my grandmother”. Since the sentence uses modal auxiliary, the verb should not be changed into past tense although the sentence tells about activity which happened in the past. The sentence should be reconstructed as “I could help my grandmother”.

²⁵ Ansyar, Andi Muhtar and Suharyadi, “*Errors in Using Simple Past Tense in Recount Texts written by the Eight Graders of SMP LAB UM*” (Malang: State University of Malang, 2010), 5-8.

The fourth is wrong form of negative sentence. The example of the sentence is “I don’t brought it”. To make the negative sentence in the simple past tense, we should put “did not” (followed by the verb form of infinitive) or “was/were not” after the subject followed by an adjective, noun, or adverb. The sentence should be revised as “I did not bring it”.

The fifth is wrong of omission of subject pronoun. The example of the sentence is “Before go home, we buy lots of fish”. The sentence is ill-formed because the students omitted the subject pronoun before verb. The subject of the sentences could be singular (I, you, she, he, it) or plural (we, you, they). In the sentence, the verb go should be replaced by went. The sentence should be revised as “Before we went home, we bought lots of fish”.

The sixth is omission of verb. The example is “I vacation on there just with my little brother”. The sentence is incomplete because the students omitted the verbs after the subjects. The correct sentence is “I had vacation on there just with my little brother”.

The seventh is error of use of subject pronoun. The example of the sentence is “Me helped grandmother in the kitchen”. The sentence is incorrect because the appearance of me (object pronoun) as the subject at the beginning of the sentence. The sentence should be revised as “I helped grandmother in kitchen”.

The eight is error of form of infinitive to. The example of the sentence is “My mother wanted to went shopping”. The sentence is ill-

formed because of the incorrect form of infinitive to after verb. The revised sentence is “My mother wanted to go shopping”.

c. The Importance of Grammar in Writing

There are several reasons why the rules of grammar is very important. Without good grammar, clear communication is nearly impossible. Proper grammar keeps you from being misunderstood while expressing your thoughts and ideas. For example: grammatical errors come in many forms and all can easily confuse and obscure meaning. Some common errors are with sentence structure, subject/verb tense, punctuation, spelling, and other basic mechanics and parts of speech. Even something as simple as a misplaced comma can completely change the meaning of a sentence. For example: “Let’s eat grandpa” vs. “Let’s eat, grandpa”²⁶

From the explanation above, the researcher conclude that wrong of grammar in writing can cause different of meaning from the purpose of the writer. Different of meaning can affect the reader confuse in reading the writer’s paper.

3. The Simple Past Tense

a. Definition

Tense in verbs expresses the time that an action occurs in relation to the moment of speaking. It has three dimensions – present, past and future.

²⁶ Jana Johnson, “Why is Grammar Important?”, (www.ask.dailygrammar.com, accessed on June 4th, 2017).

The simple past tense is represented by the *-ed* inflection on regular verbs as *he helped her* or changing the form of an irregular verb such as *go* in *He went to the game.*²⁷

The simple past expresses action carried out prior to the time of speaking as shown in “*Last night we ate dinner in that Italian restaurant you like so much.*” The simple past tense frequently occurs with expressions that indicate a specific point in time when the action carried out, such as yesterday, a week ago, last Monday, at four o’clock, in the morning, on Tuesday, and so on.²⁸

Example: I answered Frost’s letter yesterday.²⁹

I watched television last night.

Very often the simple past ends in **-ed**:

- We **invited** them to our party, but they **decided** not to come.
- The police **stopped** me on my way home last night.
- She **passed** her exam because she **studied** very hard.

But many important verbs are irregular. This means that the simple past does not end in **-ed**:

leave = **left** We all **left** the party at 11.00.

go = **went** Last month I **went** to Rome to see a friend of mine.

²⁷ Ron Cowan, *The Teacher’s Grammar of English* (New York: Cambridge University Press, 2008), 350.

²⁸ Ron Cowan, *The Teacher’s Grammar of English* (New York: Cambridge University Press, 2008), 359.

²⁹ Margaret D. Shertzer, *The Elements of Grammar* (America: Macmillan, 1996), 28-29.

cost = **cost** This house **cost** \$75,000 in 1980.

b. Function

At one particular time in the past, this happened. It began and ended in the past.³⁰

a. Mary <i>walked</i> downtown yesterday. b. I <i>slept</i> for eight hours last night.	The simple past is used to talk about activities or situations that began and ended in the past (e.g., <i>yesterday, last night, two days ago, in 1990</i>).
c. Bob <i>stayed</i> home yesterday morning. d. Our plane <i>arrived</i> on time.	Most simple past verbs are formed by adding <i>-ed</i> to a verb, as in a, c, and d
e. I <i>ate</i> breakfast this morning. f. Sue <i>took</i> a taxi to the airport.	Some verbs have irregular past forms, as in b, e, and f.

Additional Uses of the Simple Past

The simple past is used instead of the simple present in some contexts that require a shift of tense - reported speech and unreal conditions – or that are determined by pragmatic factors such as politeness. In general, past tenses often replace the corresponding present tenses in such contexts.

1) Reported Speech

When speech is reported, the simple present is back shifted to the simple past tense.

Example : - John said, “I am a doctor.” = quoted speech

³⁰ Betty Schramper Azar, *Understanding and Using English Grammar* 2nd ed., (New Jersey: Prentice Hall, 1989), 2.

- John said that he was a doctor. = reported speech

Simple present am becomes simple past was.

2) Unreal Conditionals

In clauses introduced by if, the simple past expresses an unreal condition, as illustrated

-If I made a mistake like that, my wife would never let me hear the end of it.

3) Polite Request and Questions

Particularly with request and questions, the simple past is often used instead of the simple present to express a more deferential, polite tone

-I want to ask you a favor.

-I wanted to ask you a favor. = more polite

- Do you want to see me now?
- Did you want to see me now? = more polite³¹

c. Pattern

In simple past tense, of course there are patterns that must we know. The patterns are:

Statement	(I – You – She – He - It – We – They) worked yesterday. ate breakfast.
Negative*	(I – You – She – He - It – We – They) did not work

³¹Ron Cowan, *The Teacher's Grammar of English*, (New York: Cambridge University Press, 2008), 359.

	yesterday. did not eat breakfast.
Question*	Did (I – You – She – He - It – We – They) work yesterday? / eat breakfast?
Short answer	Yes, / No, (I – You – She – He - It – We – They) did / didn't .

*note: **Did** is not used with was and were.

Negative:

(I – She – He – It) **was not (wasn't)** busy.

(We – You – They) **were not (weren't)** busy.

Question:

was (I – She – He – It) right?

Were (we – you – they) right?

1) Positive Statement

a) Nominal

The past of the verb **be (am/is/are)** is **was/were**:

I/he/she/it **was** we/you/they **were**

Example: **I was** angry because Tom and Ann **were** late.

b) Verbal

Most simple past verbs are formed by adding **-ed** to a verb, such as:

- Bob **stayed** home yesterday morning.
- Our plane **arrived** on time.

Some verbs have irregular past form, such as:

- I **ate** breakfast this morning
- Sue **took** a taxi to the airport

2) Negative Statement and Question

In simple past questions and negatives we use **did/didn't** + the base form (**do/open**, etc.):

It rained **did it rain** it **didn't rain**

Example:

- Ann : **Did** you **go** out last night, Tom?
- Tom: Yes, I went to the movies. But I **didn't enjoy** it.
- When **did** Mrs. Johnson **die**?
- We **didn't invite** her to the party, so she **didn't come**.
- Why **didn't** you **call** me on Tuesday?
- What **did** you **do** over the weekend?

Note that we normally use **did/didn't** with **have**:

- **Did** you **have** time to write the letter?
- **I didn't have** enough money to buy anything to eat.

But we do not use **did** with the verb **be (was/were)**:

- Why **were** you so angry?
- They **weren't** able to come because they were very busy.
- **Was** Mark at work yesterday?³²

³² Raymond Murphy, *Grammar in Use: Reference and Practice for Intermediate Students of English* (New York: Cambridge University Press, 1998), 22.

4. Writing

a. Definition of Writing

Writing is a skill that not easy to be done. The learner has to think about the ideas and the details to connect them correctly. John Langan said that “writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey.” On the other hand, writing is a long process. There are many steps in the writing process that should be mastered by the writer. Because writing is a skill, someone should practice it for a better writing.

Brown stated that writers have to know how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.³³ The four basic principles that must learn to write effectively, they are: (1)start with a clearly started point, (2) provide logical, detailed support for your point, (3) organize and edit connect your supporting material, and (4)revise and edit so that your sentences are effective and error-free.

³³ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New York: Longman, Inc., 2000), 335.

From the four basic principles above show that writing is a chronological process. The first principle is we have to know what we are going to write, and then search the detail to support our idea, organize it and the last is edit our writing to make it perfect.

b. The Aspect of Writing

According to Brown there are some aspect in writing that can be used to asses written text as follows:³⁴

1. Content

Content in writing is governed by thesis statement, related ideas, development of ideas, use of description and consistent focus.

2. Organization

This aspect of writing involves effectiveness of introduction, logical sequence of idea, conclusion and appropriate length.

3. Discourse

Discourse in writing deals with topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy and variation.

4. Syntax

³⁴ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New York: Longman, Inc., 2000), 357.

Syntax is the knowledge or the description of the classes of words, sometimes called parts of speech, and of how members of these classes go together to form phrases and sentences.³⁵

5. Vocabulary

Vocabulary in writing deals with a writer's capacity of words, spelling, meaning and usage.

6. Mechanics

Mechanics in writing deal with spelling, punctuation, citation of reference (if acceptable), neatness and appearance.

To conclude, there are several aspects in writing that need to be considered: mechanical problems, accuracy in grammar and lexis (vocabulary), content, organization, discourse and syntax.

c. The Types of Written Text

Brown states that in our highly literal society, there are literally hundreds of different types of written text, a much larger variety than found in spoken texts. Each of example below represents, or is an example of a genre or written language. There are numbers of written text mentioned by Brown such as non-fiction, fiction, greeting cards, diaries, memos, messages, announcements, newspaper, journals, academic writing, forms, questionnaires, directions, labels, signs, recipes, bills, maps, manuals,

³⁵ Charles W. Kreidler, *Introducing English Semantics* (London: Routledge, 1998), 8.

menus, schedules, advertisement, invitations, directories, comic strips, cartoons, etc.³⁶

There are thirteen types of text in English that usually used as learning material in English lesson, they are:

1. Analytical Exposition

Analytical exposition is a text elaborates the writer's idea about phenomenon surrounding. Its social function is to persuade the readers that the idea is important mater to know.

2. Hortatory Exposition

Hortatory exposition is a text which represent the attempt of the writer to have the address do something or act in certain way.

3. Narrative

Narrative is a kind of text to retell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

4. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

5. Spoof

³⁶ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New York: Longman, Inc., 2000), 341-342.

Spoof is a text which the events of the past with an unexpected ending and funny. Its purpose is to entertain the readers with funny story.

6. Descriptive

Descriptive is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

7. Recount

Recount text is a text telling the reader about a story, an action or an activity. Its goal is to entertain or inform the readers. To tell an event in the past time chronologically.

8. Procedure

Its purpose is to help readers how to do or make something completely.

9. News Item

News item is an essay writing which is used as news to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

10. Discussion

Its purpose is to present information and opinion about issues in more one side of an issues.

11. Explanation

Explanation is a text which tells process relating to forming of natural, social and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history textbook. In other words, telling or exploring how things work or how they came to be.

12. Report

The report often also known as informational report is the text which functions as an account of information about an event or situation given after investigation or consideration.

13. Review

Review essay is a text which is frequently expressed in the form of an article that presents a critical evaluation of a text, performance, or production (for example, a book, movie, concert, video game, literary works, etc.).

d. The Process of Writing

Paper is a process that can be divided into the following steps:³⁷

1. Prewriting

³⁷ John Langan, *Exploring Writing: Sentences and Paragraphs 2nd ed.* (New York: McGraw-Hill, 2010), 16-23.

Writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing. There are number of strategies for generating ideas:

a. Freewriting

In freewriting, the writers write on their topic for ten minutes. They do not worry about spelling or punctuating correctly, about erasing mistakes, about organizing material, or about finding exact words. They just write without stopping.

b. Questioning

In questioning, the writers generate ideas and details by asking as many questions as you can think of about their subject. Such questions include *Why? When? Where? Who? How? In what ways?*

c. Making a list

In making a list, also known as brainstorming, the writers create a list ideas and details that relate to their subject.

d. Clustering

Clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper of any length. This method is helpful for people who like to think in a visual way. In clustering, the writers use lines, boxes, arrows and

circles to show relationship among the ideas and details that occur to them.

2. Writing the first draft

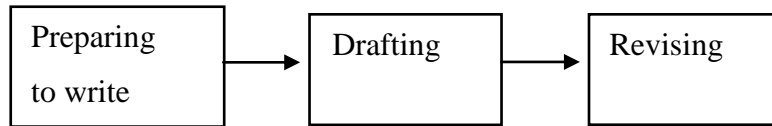
When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. And don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do later" and press on to finish the paper. Also, don't worry yet about grammar, punctuation or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to state your main idea clearly and develop the content of your paragraph with plenty of specific details.

3. Revising

Revising is as much a stage in the writing process as prewriting, outlining and doing the first draft. Revising means that you rewrite a paragraph or paper, building upon what has already been done in order to make it stronger.

Kristine Brown and Susan Hood describe the three main stages of the writing process. For ease to discussion, they present these three stages like this:³⁸

³⁸ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of English* (The Press Syndicate of the University of Cambridge, 1989), 6.



5. Recount Text

a. Definition

Recount text is used to retell the story that had happened in the past time. Recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred. In other source tells that “the purpose of a recount is to tell the readers what happened in the past through a sequence of events.” In other words, recount text is writing text type which retells the past event chronologically. The purpose of recount text is to describe what happened in the past time through sequence of the events to the reader.³⁹

b. Generic Structure

Every text has a schematic structure. Recount has three schematic structure. They are, orientation, events and re-orientation. The orientation is the opening of the recount text. It is consist of background information about recount text. Events tell about what happened in a chronological order. Re-orientation is the conclusion of the recount text.

³⁹ Dolar Yuwono, Writing, (Yogyakarta: Magnum Pustaka Utama), 23-24.

1) Orientation

In this part, the writer tries to introduce the recount writing to the readers, so the readers know about the details of setting or background information about who were involved in the story, what, when, and where the events takes a place. It is in the first paragraph. This orientation is in the first paragraph as an opening of the recount text.

2) Events

The orientation is followed by the events of the recount text. The function of the event is to tell what happened in a chronological order. Event is the main important part of recount text because those events are the core of the story. This is followed by a series of paragraph that tell about all of the past events that happened in the story.

3) Re-orientation

In this part, the writer can choose to give the conclusion for the readers or not. Re-orientation is about the conclusion of the experience. It is optional because some recounts are only consists of orientation and the series of events. The conclusion and comment of the story can be given in this last part.

c. Language Feature

- 1) Using past tense
- 2) Using action verb

3) Using adjectives⁴⁰

B. Previous Research Finding

This study needs some previous research as a consideration theory. The details of explain as bellow:

The first previous research finding that can be used as a consideration theory is taken by Siti Bayinah from UIN Syarif Hidayatulloh Jakarta. The title of the research is “*The Grammatical Error Analysis on Using the Simple Past Tense in Writing Recount Text (A Case Study at the First Grade on MA Al-Khairiyah)*”. The statements of the problems in this research are: 1) What types of grammatical errors of the simple past tense did the students make in writing recount text?, 2) Why did the students make some grammatical errors in writing recount text? In her research, the researcher wants to find the types of error and the causes of the error. Whereas, in this research the researcher wants to find the types and the dominant type of errors.

The method used in this study is qualitative. The qualitative design applied in this study is case study. The result of Siti Bayinah’s research are that the types of error that were made by the students of the first year of MAN Al-Khairiyah Jakarta Selatan in their English writing from highest percentage to the lowest are error of selection, error of omission, addition and error of ordering. The data also indicate that interlingual transfer is the major source of the error. These errors are

⁴⁰ Dolar Yuwono, *Writing* (Yogyakarta: Magnum Pustaka Utama, 2016), 23.

caused by mother tongue interference. Students often translate what they wanted to deliver in their writing from their mother tongue to the new language. In the simple past tense, for instance, they were misselection between the simple present and the simple past tense in writing recount text. All the errors that they made occur when they tried to tell their experience in English based on the comprehension and vocabularies they had in their mind.

The second previous research finding is presented by Laily Rahmawati from STAIN Ponorogo with the title “An Analysis of Grammatical Errors on the Students’ Final Task at MA Darul Huda Ponorogo in Academic Year 2012/2013”. The statements of the problems in this research are: 1) What are the grammatical errors types found on the students’ final task at MA Darul Huda Ponorogo in academic year 2012/2013?, 2) What is the dominant grammatical error found on the students’ final task at MA Darul Huda Ponorogo in academic year 2012/2013? This research is library research. To analyze the data, this research uses content analysis method. The steps of this analysis uses data reduction, and conclusion drawing. The result of this research is that there are 159 grammatical errors found on the papers by four students at MA Darul Huda Ponorogo in academic year 2012/2013. The grammatical errors analyzed are errors in using verb group, errors in using article, errors in using preposition, errors in using pluralization, errors in using pronoun, errors in using conjunction, and errors in using subject verb agreement. Then, there are 159 data. 65 errors are in using verb group, 8 are errors in using article, 5 are errors in using preposition, 22 are errors in using

pluralization, 7 are errors in using pronoun, 4 are errors in using conjunction and 48 errors are in using subject-verb agreement. The most common errors are 65 errors that were found in using verb group. It can be concluded that the type of grammatical errors which is dominantly found in the papers is error in using verb group.

Here, the researcher writes the errors in using verb group, errors in using article, errors in using preposition, errors in using conjunction and errors in using subject verb agreement. Whereas, in this research, the researcher writes omission, addition, misformation and misordering.

CHAPTER III

DATA DESCRIPTION

A. General Data

1. History of School Establishment

SMAN 1 Jetis Ponorogo established by the Government in 2004 with the Regent's Decree No. 6.42213 million / A / 405.51 / 2004 Date June 29, 2004. Early July 2004, was the first time for SMAN 1 Jetis Ponorogo opened new student enrollment, enrolling 26 students. In the next year (2005) after realizing the government land and built SMAN 1 Jetis housed in Kutuwetan village occupies a land of 6.000 m. The year 2006 the development of SMA Negeri 1 Jetis began to progress rapidly.

SMAN 1 Jetis get a lot of facilities to facilitate the teaching and learning process. The drastic developments is continue to run in 2007, which began in February 2007. State registrar in 2007 to increase to the ceiling of 3 study groups (3 X 40 = 120 students).

2. Geographical Position

SMAN 1 Jetis is located at Sragen street, Kutuwetan, Jetis, Ponorogo. This high school is located in the southern part of Ponorogo, for about \pm 15 km. It is strategically located on the path Ponorogo-Trenggalek.

3. Vision and Mission

Visions of SMAN 1 Jetis Ponorogo are to get graduate pious, noble character, cultured, knowledgeable, independent, concerned about the environment and global perspective. The visions can be measure with the indicator as follows:

1. Students practice their religion in accordance with the teachings of the religion professed.
2. Realizing of child Sholeh and Sholihah.
3. Realizing of the behavior of mutual respect and courtesy to parents,

teachers and communities.

4. Realize of the ability to develop a culture of learning for self-empowerment.
5. Realize of a clean and healthy environment.
6. Realize of logical thinking ability, critical, creative and innovative, and the development of science and technology.

As, for the mission to realize the vision of SMAN 1 Jetis Ponorogo

- a. Realize faith and devotion to God Almighty.
- b. Realize that Sholeh and Sholihah students.
- c. Realizing the behavior of respect and courtesy to parents, teachers and communities.
- d. Realizing the ability to develop a culture of learning for self-empowerment.
- e. Create a clean and healthy environment.
- f. Realize the ability to think logically, critically, and innovative as well as the development of science and technology.

4. Goal

Based on the vision and mission above, the purpose of education is to be achieved:

- a. Build learners and the school community devoted to God Almighty to worship according to the teachings that embrace.

- b. The achievement of mutual respect manners of behavior in parents, teachers and the community to say hello and shake hands.
- c. To develop habits like reading and learning so that students are able / succeed as a champion in the race following the district level subjects
- d. Creating a school environment clean and healthy, cultured environment by developing activities with management environmental protection in the form of greening and environmental hygiene.
- e. Provide learners logical thinking, critical, creative, and innovative as well as the development of science and technology.
- f. Target 100% of students graduating at the end of the year, with a success rate of 50% graduates can go on to college and 25% of them received at state universities

5. Personal Data

The personal data of the teacher and the staff of SMAN 1 Jetis Ponorogo can be seen in this following table:

Table 3.1

Personal Data of the Teacher and the Staff of SMAN 1
Jetis Ponorogo in Academic Year 2016/2017

Sum	Position	Male	Female	MA/ SM	1	2

				P		
1.	admaster	1	-	-	-	1
2.	bject teacher	13	15	-	2	4
3.	lministrator	7	1	5	3	-
total		20	16	5	5	5

B. Specific Data

This study was aimed at finding out types of errors in using simple past on students' recount text of at eleventh grade students of SMA Negeri 1 Jetis Ponorogo. Based on the research done in March 2017 in SMA Negeri 1 Jetis Ponorogo, the researcher used the eleventh grade students as the population. The researcher only took two class out of three class. The class taken as sample was XI IPA 1 and XI IPA 2 consisted of 30 students.

The data were collected by means of a test. Each students had to make a written recount text. After students did the test, the researcher analyzed their work. In this stage, the researcher identified, described, explained and evaluated the errors made by the students in writing recount text.

Table 3.2

The Data of Errors in Using Simple Past Tense of Students' Recount Text

No.	Students' Name	Types of Errors			
		Omission	Addition	Misformation	Misordering
1.	Alif Syaifulloh	(8)very scream/It was very scream		(1)I have scream experience/I had scream experience (2)At that time, I will take the exam practice school/At that time, I would take the practice exam in my school (3)However at the time in the morning I want to school by feet and suddenly with unconsciously from behind there	(7)Time that it never I forget/That was unforgettable time.

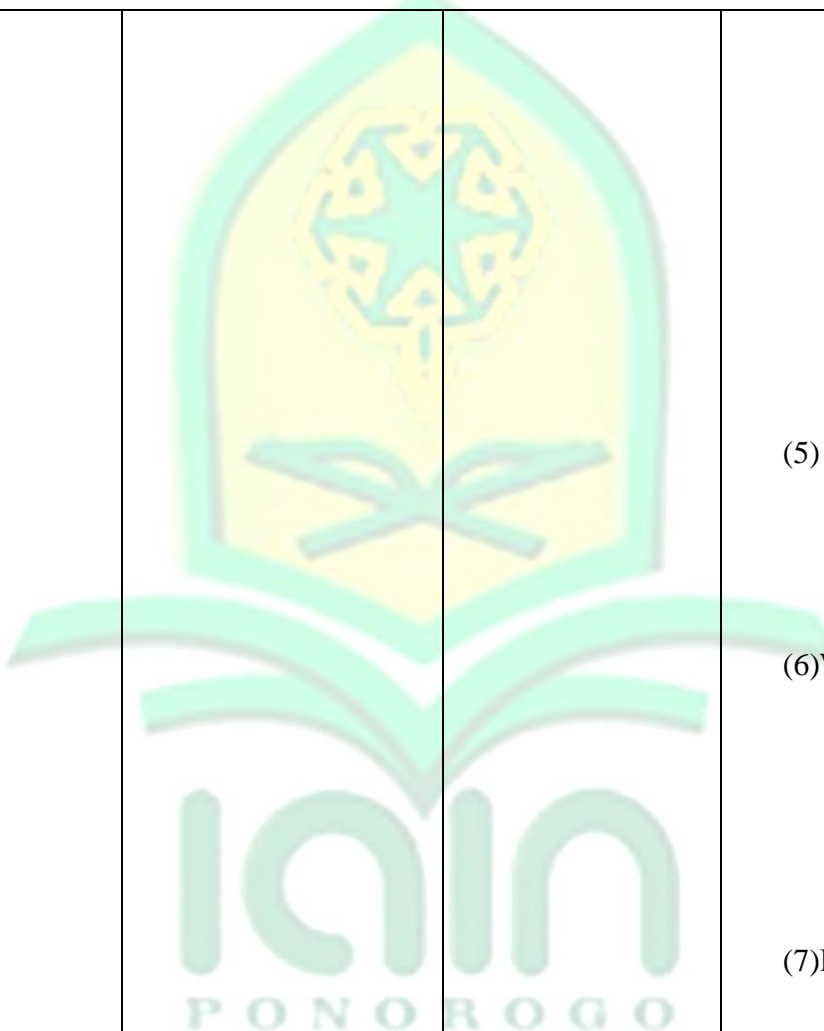
			<p>was motor that high speed/ When I went to school on foot suddenly there was a very fast motorcycle from behind.</p> <p>(4, 5, 6)I would attend, but do not have time to and happen the collision /I would avoid but I did not have time. Then, the collision happened.</p>	
2.	Arin Dwi H.	<p>(2)My old friend open my door and interrupted my imagine /My old friend</p>	<p>(1)Today I felt very bored/Last time I felt very bored</p> <p>(3)I think she want to go to beach / I thought she want to go to beach</p> <p>(6)The man is our</p>	

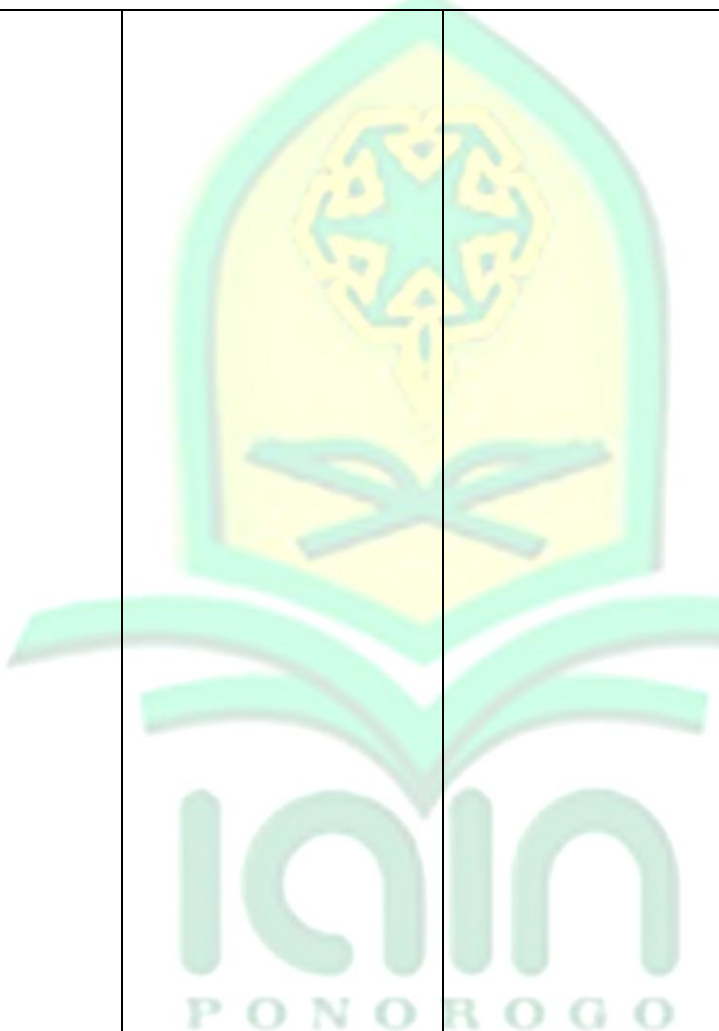
		<p>opened my door and interrupted my imagination .</p> <p>(4)She want to go to beach /She wanted to go to beach</p> <p>(5)I shocked again/I was shocked again</p> <p>(9) I very appalled/I was very appalled</p> <p>(12)Although, she not graduated in senior high school/ Although, she did not</p>		<p>young teacher/The man was our young teacher</p> <p>(7)She go home/ She went home</p> <p>(8)I goes to bedroom/I went to bedroom</p> <p>(10)A teacher get married with his student/A teacher got married with his student</p> <p>(11)Rahma said if her lived is very happy/Rahma said if her life was very happy</p>	
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		graduate from senior high school			
3.	Anita Rahmawati	<p>(14)Ingwa holiday with family/Ingwa a took holiday with her family.</p> <p>(15)Then, her join with me and Viany/ Then, she joined with me and Viany.</p> <p>(18)I very happy holiday in Teleng Ria beach/ I was very happy</p>	<p>(17)We are ate meatball /We ate meatball .</p>	<p>(1)Last holiday in December 2016, Viany and I goes to Teleng Ria Beach in Pacitan/ Last holiday in December 2016, Viany and I went to Teleng Ria Beach in Pacitan</p> <p>(2)We are go from deterhome at 07.00 a.m/We left home at 07.00 a.m</p> <p>(3)In the street I see tree pinus in Gemaharjo/ In the street I saw pinus tree in Gemaharjo</p> <p>(5)The tree is very big and very height/The tree</p>	<p>(4)In the street I see tree pinus in Gemaharjo/ In the street I saw pinus tree in Gemaharjo</p>

		<p>because took holiday in Teleng Ria beach. (19)I not forgeted my experience/ I couldn't forget my experience.</p>	<p>was very big and high (6)I see farmer in the jungle/I saw farmer in the jungle. (7,8)Pacitan is beautiful scenery and a longer street I see river/Pacitan has beautiful scenery and along the street I saw river (9)Viany and I until Teleng Ria at 09.00 a.m/ Viany and I arrived in Teleng Ria at 09.00 a.m. (10)I buy ticket/I bought ticket (11)Teleng Ria Beach is very beautiful/ Teleng Ria Beach was</p>	
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				<p>very beautiful</p> <p>(12)I meet my friend/I met my friend.</p> <p>(13)She is Ingwa/She was Ingwa.</p> <p>(16)After that we are hungry/After that we were hungry.</p>	
4.	Eki Lista A.		<p>(10) We heard that our group is win/We heard that our group won.</p>	<p>(1)I was danced competition 2 months ago in PCC Ponorogo/I joined dance competition 2 months ago in PCC Ponorogo</p> <p>(2)We don't have anytime to exercise/ We didn't have time to exercise</p> <p>(3)We have done this dance 1 years ago, when we danced at Alon-</p>	<p>(4)We have done this dance 1 years ago, when we danced at Alon-Alon Ponorogo for night full moon/We ever performed this dance one year ago when we danced at Alon-Alon Ponorogo for full moon night festival</p> <p>(8)Because, it's first time us for followed</p>

			<p>Alon Ponorogo for night full moon/We ever performed this dance one year ago when we danced at Alon-Alon Ponorogo for full moon night festival</p> <p>(5) So, we don't worried anymore/So, we didn't worry anymore</p> <p>(6)When we will be competition we felt very nervous/When we would perform, we felt very nervous</p> <p>(7)Because, it's first time us for followed traditional danced</p>	<p>traditional danced competition/Because, It was first time for us followed traditional dance competition</p>
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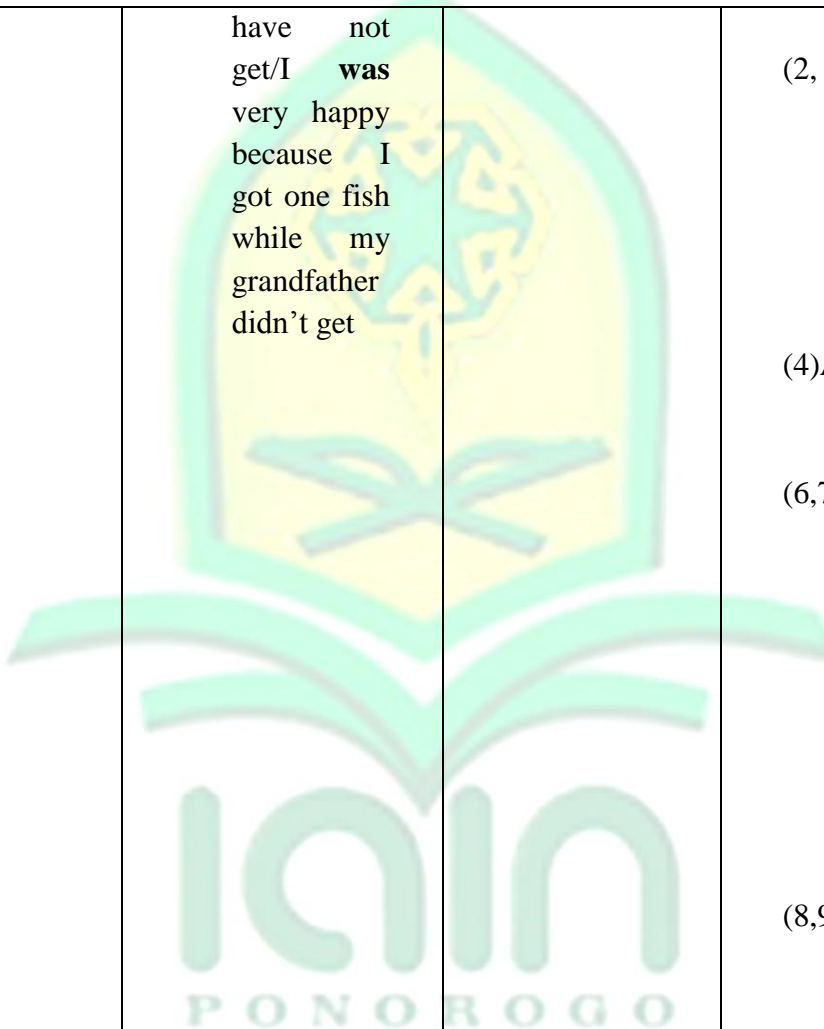
			<p>competition/Because, It was first time for us followed traditional dance competition</p> <p>(9) We believed that we can be a winner/ We believed that we could be a winner</p> <p>(11) We get number two/We got number two</p> <p>(12,13) It's no problem because we can get new experience /It was not problem because we could get new experience</p> <p>(14) We can't forgot this moment/ We couldn't forget this moment</p>	
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5.	Elsa Anggraini		(1)My mother section mix ingredie nt/ My mother mixed ingredie nt	(2)I saute ingredient/ I sauted ingredient (3, 4, 5)After ripe I lift fried rice and displace in plate/After cooked I lifted fried rice and put it on plate (6)I and my mother eat together/I and my mother ate together	
6.	Kurnia Exsa N.		(6)But I am felt sad too/But I felt sad too	(1)Last year ago, I am very happy/Last year ago,I was very happy (2)I meet my best friend from elementary school/ I met my best friend from elementary school	

			<p>(3) I meet her in her school/ I met her in her school</p> <p>(4,5) I think that I meet her so cute/ I thought that our meeting was very sweet</p> <p>(7) I meet her just for a moment/ I met her just for a moment</p>	
7.	Rian Ikhsan	<p>(2) We visit to Cinemax/ We visited Cinemax</p> <p>(3) After that, we went to the park and photograph in there/ After that, we went to the park and took a</p>	<p>(1) Then, we eaten in ahead Indomart/ Then, we ate it in ahead Indomart</p> <p>(4) Next, we go to home/ Next, we went home</p>	

		photograph in there			
8.	Dimas Febri Prasetyo	<p>(4)After arrived, I look grandfather pour the plant/ After arriving, I looked at my grandfather watered the plant</p> <p>(6)I help grandfather/ I helped grandfather</p>	<p>(8)When I pour the plant that there was in under mango tree I listened the voice of the crack/W hen I watered the plant under mango tree I listened</p>	<p>(1)At the time, I and older brother go to the house grandmother/At the time, I and my older brother went to the grandmother's house</p> <p>(3,5)After arrived I look grandfather pour the plant/ After arriving I looked at my grandfather watered the plant</p> <p>(7)When I pour the plant that there was in under mango tree I listened the voice</p>	<p>(2)At the time, I and older brother go to the house grandmother/ At the time, I and older brother went to the grandmother's house</p>

			the voice of the crack	of the crack/When I watered the plant under mango tree I listened the voice of the crack (9,10)There is subsection tree the big bough fall /There was twig fell from big bough of tree (11,12,13) Advantage can run clear the track subsection tree there fall mentioned/ Luckily I could run from the fallen twig	
9.	Safira M. F	(5) I very happy because I get one fish while grandfather		(1)Last time, I and my grandfather going to field/Last time, I and my grandfather went	

		<p>have not get/I was very happy because I got one fish while my grandfather didn't get</p>		<p>to the field (2, 3)I going for fishing that don't boringed in the home/I went fishing so that I didn't feel boring in home (4)After waiting, I get fished/After waiting, I got fish (6,7) I very happy because I get one fish while grandfather have not get/I was very happy because I got one fish while my grandfather didn't get (8,9)Have in evening, we go home because we has get many fish/In the evening, we</p>	
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				<p>went home because we got many fish</p> <p>(10,11) After untiled to my house the fish cooking for seafood/After arriving in my house the fish were cooked</p> <p>(12,13)After food with fish river I am sick stomachache/After eating fish from the river, I got stomachache</p>	
10.	Rizky Aprilia Fajrina	(2)We want to joined dance competition /We wanted to join dance competition	(4)We never give up, we want to joined the next competition/ We never give up	(1)Sunday entertainment make events dance and singing competition/ Sunday Entertainment made dance and singing	

			<p>to join the next competition</p> <p>(5)We are believed we gone be a winner/ We believed that we gone be a winner</p>	<p>competition</p> <p>(3)We are really happy/ we were really happy</p>	
11.	M. Nur K	<p>(6)In the way, we stop at the gas station to buy gasoline/In the way, we stopped at the gas station to</p>		<p>(1)I and friends want to go out on the beach/ I and my friends went to the beach</p> <p>(2)We go number 10 people, five man and woman five / We were 10 peoples, five man</p>	<p>(3)We go number 10 people, five man and woman five / We were 10 peoples, five man and five woman</p>

		<p>buy gasoline</p> <p>(7,8)We stop for the rest for a moment because tired on the road / We stopped for took a rest for a moment because we were tired</p>		<p>and five woman</p> <p>(4)Before leaving. Us preparing the stuff that will be worn there/Before leaving, we prepared the stuff that would be worn there</p> <p>(5)We're leaving tomorrow 06.30 wib / We gathered on the next day at 06.30 am</p> <p>(9,10)We eat snack, food and beverages we take of the house/ We ate snack, food and beverages that we brought from the house</p> <p>(11)When finished</p>	
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			<p>rest we get ready to go to again/ After finishing our rest, we got ready to go again (12)After nearly until buy a ticket /After arriving, we bought tickets (13)Then we go to the beach/Then we played in the beach</p>	
12.	Della Venny I	<p>(5,6,7) I pity saw the cat because the cat alone in the buses/ I was pity when I saw the cat because it was alone in the bus (8)Because pity, Nikma</p>	<p>(1,2)One day, when I and my friend Nikma while walking afternoon suddenly there is a small cat in the buses/One day, when I and my friend Nikma walked in the afternoon suddenly there</p>	

		<p>brought return home/ Because pity, Nikma brought it to her home. (9,10) But the cat not ould out along and last the cat pass away/But the cat did not hold out for a long and the cat passed away (12) I hope the cat rest in peace/I hope the cat could take</p>		<p>was a small cat in the bus (3)The cat colored black/The cat was black. (4)I and my friend taked the cat/I and my friend took the cat (11)I and my friend lay to rest the cat/ I and my friend buried the cat</p>	
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		a rest in peace.			
13.	Novia Andriana wati		(2)I direct weep cried out please help to my mother/ I directly cried out asking to help to my mother	(1)Last Sunday, I state in the kitchen/Last Sunday, I sat in the kitchen (3,4)At the time, there is some bee disappear around me/At the time, there were some bees appeared around me (5)Suddenly one of bees sting me appropriate in my right eye/ Suddenly one of bees stung me appropriate on my right eye (6) My mother take the sting of bee that left behind in my right eye/ my	

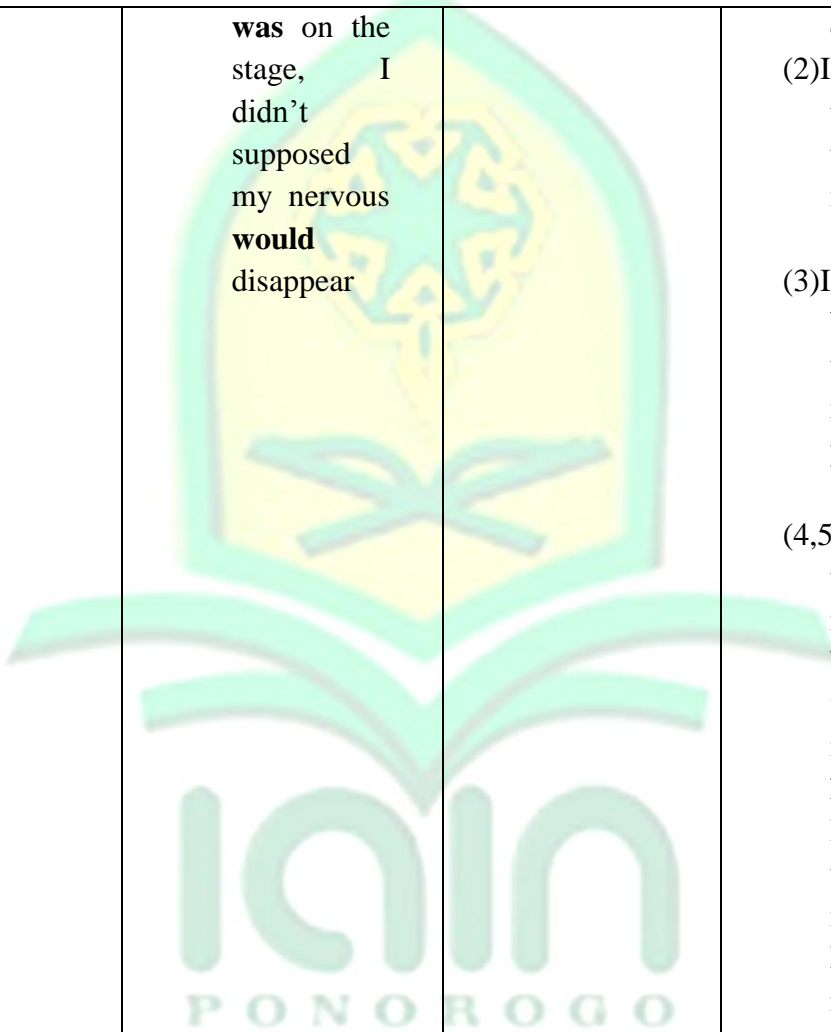
			<p>mother took the sting of bee that left on my right eye.</p> <p>(7)I be afraid/ I was afraid</p>	
14.	Yeni Setyawati	<p>(3)When we arrive to the beach, a lot of people had been there/When we arrived in the beach to the beach, a lot of people had been there</p> <p>(5) Old people were sitting, they enjoy the beauty of the sea/ Old people sat and</p>	<p>(1)It was a holiday and we had no activities/ It was a holiday and we didn't have activities</p> <p>(2)We bring a bag/ We brought a bag</p> <p>(4)Old people were sitting, they enjoy the beauty of the sea/ Old people sat and enjoyed the beauty of the sea</p> <p>(6) Naura take pictures/ Naura took pictures</p> <p>(7)We took a rest</p>	

		<p>enjoyed the beauty of the sea</p> <p>(8) Tourist enjoy the sailing and surfing/ Tourist enjoyed the sailing and surfing</p>		<p>drink two young coconuts/ We drank two young coconuts drink</p> <p>(9) The sea wind blowing/ The sea wind blew</p>	
15.	Inta Ratna F.		<p>(1) I and mother I cooked fried chicken/ I and my mother cooked fried chicken</p> <p>(3) I am together mother I am help cut</p>	<p>(2) I join mother cut chicken/ I helped mother to cut the chicken</p> <p>(4) Last I fried chicken/ Then I fried the chicken</p> <p>(6) I eat together mother/ I and my mother ate together</p> <p>(7) I am happy/ I was happy</p>	<p>(5) After done chicken finished in place chicken in upper plate/ After cooking, I put the chicken on a plate</p>

			chicken / I and my mother cut the chicken together		
16.	Adiktia N.	<p>(5)The cost 210.000/ The cost was 210.000</p> <p>(11)I surprise saw my bird deat/ I was surprised saw my bird died</p> <p>(12)I very sad/ I was very sad</p>		<p>(1)One day, I and my friends go to bird shops/ I and my friends went to the bird shop</p> <p>(2)The name is Crik- Crik Senja/ The name was Crik- Crik Senja</p> <p>(3)The bird eaten a cricket/The bird ate cricket</p> <p>(4)I buy Crik-Crik Senja bird/ I bought Crik-Crik Senja bird</p> <p>(6)I is very happy/ I was very happy</p> <p>(7,8)I go to home and</p>	

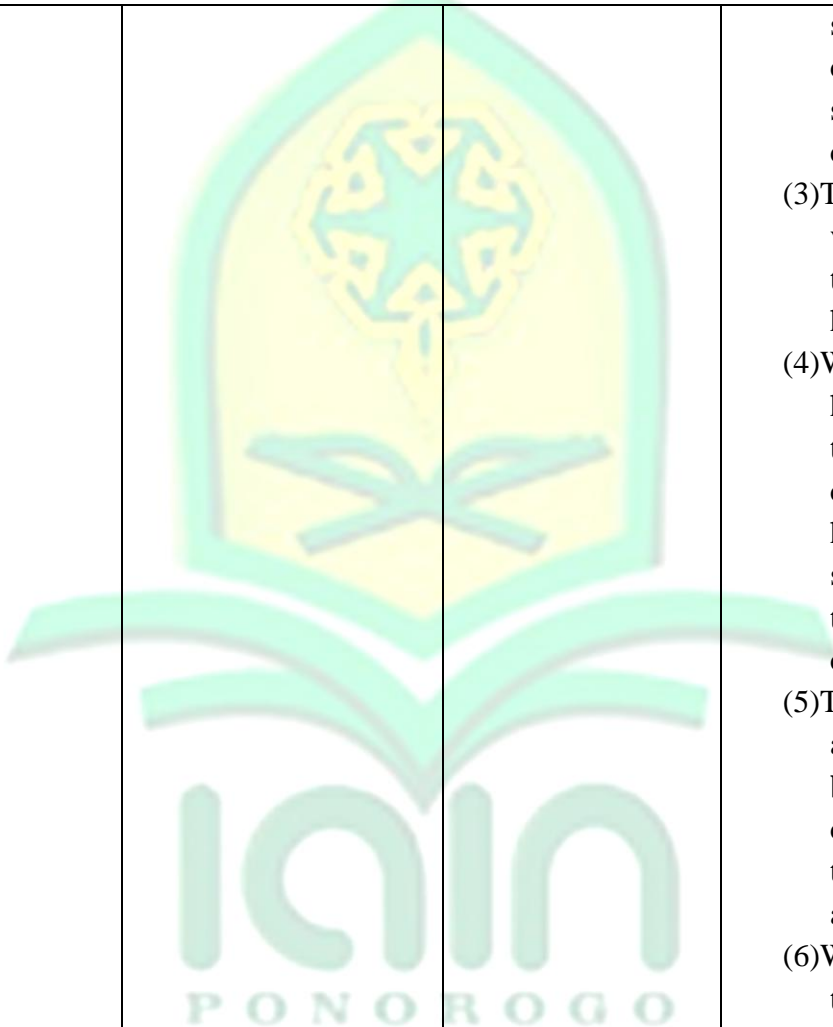
			<p>buy a cricket to food bird/I went home and bought a cricket for its food.</p> <p>(9)I go to school at 06.30 am/I went to school at 06.30 am</p> <p>(10)I go home at 13.00 pm/ I went home at 13.00</p> <p>(13)I forget to give food to my bird/I forgot to give food to my bird</p>	
17.	Dhika Dwi Savira	(1,2)I stop and will catch the man/ I stopped and would catch the man	<p>(3)I go there to saw an accident/ I went there to see an accident</p> <p>(4)People bring the man to hospital/People brought the man to the hospital</p> <p>(5)After that, I go</p>	(6)But happened accidents to him / But an accident happened to him

				home/ After that, I went home	
18.	Dani Pratama B. S.	(1)On the way we enjoy the trip/ On the way we enjoyed the trip (4)After it, we play in beach/After it, we played in beach		(2,3)After arrived we eat together/ After arriving we ate together (5)We go home/We went home	
19.	Naufal Khoirul M.	(2)Then we ask someone/Th en, we asked someone		(1)They do not know the way/They didn't know the way	
20.	Susmita Yasa P.	(6,8)When I on the stage I am not suppose my nervous disappeared / When I		(1)Two years ago, I am join in the singing competition/ Two years ago, I joined the singing	

		<p>was on the stage, I didn't supposed my nervous would disappear</p>		<p>competition (2)I have a number twelve to sing in the stage/ I got a number twelve to sing in the stage (3)I felt nervous before I go to on the stage/I felt nervous before I performed on the stage (4,5)I only can pray to God to subtract my nervous, because I know when I fill nervous I always have a bad voice/ I prayed to God to subtract my nervous because I knew when I felt nervous I always have a bad voice (7)When I on the</p>	
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				<p>stage I am not suppose my nervous disappeared / When I was on the stage, I didn't supposed my nervous would disappear</p> <p>(9) I can sing fluently/I could sing fluently</p> <p>(10) I to be a winner in this singing competition/ I was a winner in this singing competition</p>	
21.	Salsabila A.			(1) We take a picture together/ We took a picture together	
22.	Risma Okta K.W		(1) I'm helped my mother cut	(2) I pure the onion/ I cleaned the onion	

			vegetabl e/ I helped my mother cut vegetabl e (3)I too helped squeeze coconut grater/ I squeeze d coconut grater		
23.	Risna Dewi M.			(1)Last week, I and my friend maked surprised to the teacher/Last week, I and my friend made surprise to the teacher (2) Our maked a	

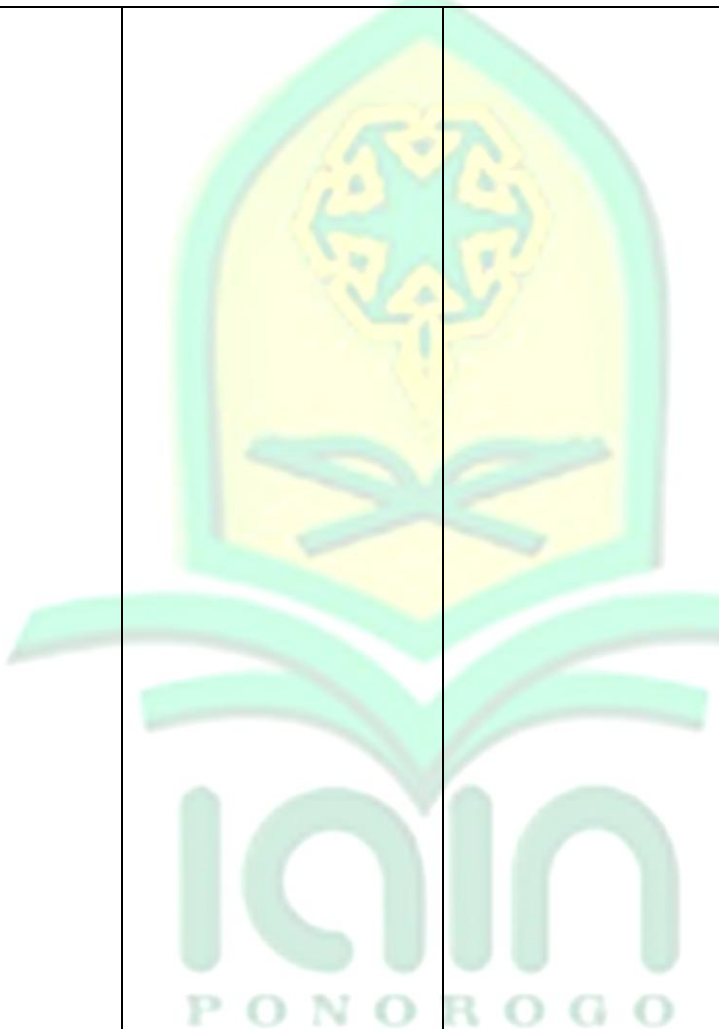
			<p>surprise in the class/We made a surprise in the class</p> <p>(3)The teacher is very happy/The teacher was very happy</p> <p>(4)We singing be happy and the teacher slice a cake/ We sang happy birthday song and the teacher slice a cake</p> <p>(5)The teacher sliced a cake and blowed candle/The teacher cut a cake and blew a candle</p> <p>(6)We gived a prize to the teacher/ We gave a prize to the teacher</p>	
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24.	Ratri Wahyunin gsih			(1)We go home at five pm/We went home at five pm (2)We meet friends in there/We met friends in there	
25.	Elvy			(1)My friend is Via/My friend was Via	
26.	Athik I.	(8)I late in the school/I came late in the school	(7)I am and my friends went to school at 06.30 am/ I and my friends went to school at 06.30 am	(1)Two years ago, I am class nine in Mtsn Jetis/ Two years ago, I was on nine grade in Mtsn Jetis (2)My school held Purnawiyata/My school hold Purnawiyata (3)I and friends discussion the costume/I and my friends discussed the costume (4)I and my friends is very happy/I and	(6)The teacher by costume formal /The teacher wore formal costume

			<p>my friends was very happy</p> <p>(5)The teacher by costume formal/The teacher wore formal costume</p>	
27.	Intan Pratiwi	<p>(1)Last month, I and families visit grandmothe r in Surabaya/L ast month, I and my families visited my grandmothe r in Surabaya</p> <p>(4)I and families told, eat, break and bath/ I and</p>	<p>(2)In travel, I see scenery the beautiful one and trees the green/I saw the beautiful scenery and the green trees</p> <p>(6)I and my families return/ I and my families went home</p>	<p>(3)In travel, I see scenery the beautiful one and trees the green/I saw the beautiful scenery and the green trees</p>

		<p>families took a conversatio n, ate, took a rest and took a bath (5)After the tired already disappear, I and my families want to say good bye/After tired already disappeared , I and my families wanted to say good bye</p>		
28.	Suci Romdoni		(1)I and my family go to uncle's house/ I and my	

			<p>family went to uncle's house</p> <p>(2,3)We depart 08.30 a.m. and we until there 20.00 p.m / We went there at 08.30 a.m and we arrived there at 20.00 p.m</p> <p>(4)The road is very jammed/ The road was very jammed</p> <p>(5)We go there by car/We went there by car</p>	
29.	Moh. Alif A.	<p>(6)I not accustomed to use spring bed/ I was not accustomed to use spring bed</p>	<p>(1)They are is Ryan and Erio/ They were Ryan and Erio</p> <p>(2)The title of the competition is "Scientific Great Moment 2016"/ The title of the competition was</p>	<p>(4)We one very happy and very proud, because we could scent the name of good our school/We were very happy and very proud, because we could</p>

			<p>“Scientific Great Moment 2016”</p> <p>(3) We one very happy and very proud, because we could scent the name of good our school/We were very happy and very proud, because we could scent the good name of our school</p> <p>(5) The name of our research is “Flame From Water”/ The name of our research was “Flame From Water”</p> <p>(7) There is from Malang, Bekasi, Lamongan, West Sumatra, North</p>	<p>scent the good name of our school</p>
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				<p>Kalimantan and South Sulawesi/ They were from Malang, Bekasi, Lamongan, West Sumatra, North Kalimantan and South Sulawesi (8)We are very happy/ We were very happy</p>	
30.	Adi Saputro	-	-	-	-

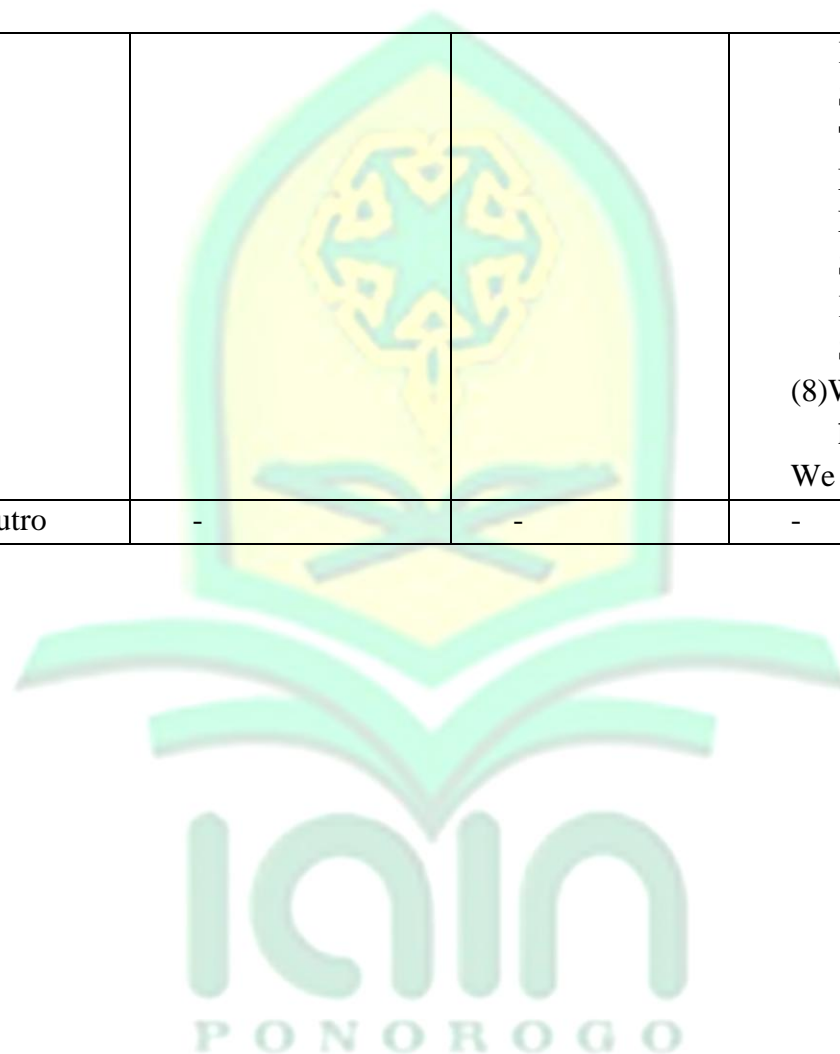


Table 3.3
The Recapitulation of Types of Errors in Using Simple Past Tense
on Students' Recount text

N	Students' Name	Types of Errors				Total
		Error of Omission	Error of Addition	Error of Form	Error of Ordering	
1	Alif Syaifullah	1	-	6	1	8
2	Aryndwi H.	5	-	7	-	12
3	Anita Rahmawati	4	1	13	1	19
4	Eki Lιστα A.	-	1	11	2	14
5	Elsa Anggraini	-	1	5	-	6

6	Kurnia Ex sa N.	-	1	6	-	7
7	Rian Ikh san	2	-	2	-	4
8	Dimas Fe bri Pa set yo	2	1	9	1	1 3
9	Safira M. F	1	-	12	-	1 3
1	Rizky Ap rili a Faj rin a	1	2	2	-	5
1	M. Nu r K.	3	-	9	1	1 3
1	Della Ve nn y I.	7	-	5	-	1 2
1	Novia An dri an aw ati	-	1	6	-	7
1	Yeni Set iya wa ti	3	-	6	-	9

1	Inta Ra tna F	-	2	4	1	7
1	Adikti a N.	3	-	10	-	13
1	Dhika D wi Sa vir a	2	-	3	1	6
1	Dani Pra ta ma B. S	2	-	3	-	5
1	Naufal Kh oir ul M.	1	-	1	-	2
2	Susmit a Ya sa P.	2	-	8	-	10
2	Salsab ila A.	-	-	1	-	1
2	Risma Ok ta K. W	-	2	1	-	3
2	Risna De wi M.	-	-	6	-	6
2	Ratri	-	-	2	-	2

4	W.					
2	Elvy	-	-	1	-	1
2	Athik I.	1	1	5	1	8
2	Intan Pra tiw i	3	-	2	1	6
2	Suci Ro md oni	-	-	5	-	5
2	Moh. Ali f A.	1	-	6	1	8
3	Adi Sa put ro	-	-	-	-	-
	Total Ty pe s of Er ro rs	44	13	157	11	2 5

Table 3.4
Total the Types of Students' Error in Using Simple Past Tense
on § count Text

Num	Types of Error	Total
1.	Omission Type	44

2.	Addition Type	13
3.	Misformation Type	157
4.	Misordering Type	11
Total of Errors		225



CHAPTER IV

DATA ANALYSIS

1. The Analysis of Types of Errors in Using Simple Past Tense of Students'

Recount Text

The errors were classified into 4 types of errors:

1. The Error of Omission

In this case the researcher found the errors in omission type. There were 44 errors in omission type. The researcher found omission error in:

- a. 1 error was made by Alif Syaifulloh. He wrote, "*Very scream*". The sentence was not completed because there were not subject and to be. The pattern of nominal sentence in simple past tense used S+BE (was/were) +O. So, it should be, "*It was very scream.*"
- b. 5 errors were made by Arin Dwi H. The first and second error were Arin did not use verb two in the past tense sentence, such as: (1) "*My old friend open my door*", it should be "*My old friend opened my door.*", (2) "*She want to go to beach*" while she supposed to write "*She wanted to go to the beach*". The third and fourth error was She did not add to be (was/were) in nominal sentence, such as: (3) "*I shocked again*" while she supposed to write "*I was shocked again*", (4) "*I very appalled*", while she supposed to write "*I was very appalled*". The fifth error was Arin made wrong past tense negative

form of past tense. She did not add “did” in her sentence. She wrote (5)

“Although, she not graduated in senior high school” while she supposed to write *“Although, she did not graduate in senior high school”*

c. 4 errors were made by Anita Rahmawati. The first error was She did not use verb two in the past tense sentence, such as in the sentences:

(1) *“Ingwa holiday with family”* while she supposed to write *“Ingwa took holiday with her family.”*, (2) *“Then, her join with me and Viany”* while she supposed to write *“Then, she joined with me and Viany.”*, beach”. The second error was She did not add to be (was/were) in nominal sentence form, such as: (3) *“I very happy”* while she supposed to write, *“I was very happy.”* The third error was Anita made wrong in past tense negative form. She did not add “did” in her sentence. She wrote (4) *“I not forgeted my experience”* while she supposed to write, *“I did not want to forget my experience.”*

d. 2 error were made by Rian Ikhsan. He wrote, (1) *“We visit to Cinemax”* while she supposed to write, *“We visited Cinemax.”* In this case, Rian forgot to use verb two in his sentence. He used word “visit”. (2) *“After that, we went to the park and photograph in there”*. The sentence is incomplete because the students omitted the verbs after the subjects. The correct sentence is *“After that, we went to the park and took a photograph in there”*.

- e. 2 errors were made by Dimas Febri Prasetyo. He wrote, (1) “*I look grandfather*” while she supposed to write, “*I looked grandfather*”, (2) “*I help grandfather*” while she supposed to write, “*I helped grandfather.*” In that two sentences, Dimas did not use verb two, while past tense form asked to use verb two.
- f. 1 error was made by Safira M. F, “*I very happy*” while she supposed to write, “*I was very happy.*” She made nominal sentence but she did not add to be before word “very happy”. She should add to be “was” because the subject was I.
- g. 1 error was made by Rizky Aprilia Fajrina. He wrote, “We want”, while she supposed to write, “We wanted”. He did not use verb two in his past tense sentence.
- h. 3 errors were made by M. Nur K. She wrote, (1) “In the way, we stop at the gas station to buy gasoline” it should be “In the way, we stopped at the gas station to buy gasoline”. The word “stop” in Nur’s sentence was verb one, while, her sentence was past tense. Past tense form is S+V2+O, that’s why she should use verb two in her sentence. (2,3) “We stop for the rest for a moment because tired on the road”. That sentence consists of two main sentences. The first sentence is “We stop for took the rest for a moment” and the second sentence is “Tired on the road”. In the first sentence, Nur made error by using verb 1 in the word “stop”. In the

second sentence, Nur only wrote “tired on the road” without gave subject.

This sentence was nominal sentence, that’s why it should “We were tired”.

- i. 7 errors were made by Della Venny I. She wrote, (1,2,3) “I pity saw the cat because the cat alone in the bushes” it should be “I was pity when I saw the cat because it was alone in the bus”. In this sentence consist of main clause “I pity” and two sub clauses: “Saw the cat” and “Because the cat alone in the bushes.” In the main clause Della should add to be “was” because “pity” is adjective. In the second clause, Della should add to be “was” because alone was adjective. Another error sentence found in Della’s paragraph was (4,5) “Because pity, Nikma brought return home” it should be “Because pity, Nikma brought it to her home”. In this sentence, Della should add “it” as the pronoun of cat to make the sentence understandable. In the next sentence, she wrote (6) “But the cat not hould out along and last the cat pass away” it should be “But the cat did not hold out for a long and the cat passed away”. In this sentence, Della made 3 errors. First, she made wrong negative sentence. She did not add “did” in the “But the cat not hould out”. The second, she wrote word “hold out” wrongly. The third, she did not use verb two in the word “pass”. The next error sentence was (7) “I hope the cat rest in peace”. This sentence should “I hope that the cat could take a rest in peace.”
- j. 3 errors were made by Yeni Setyawati. She wrote, (1) “*Tourist enjoy the sailing and surfing*” it should be “*Tourist enjoyed the sailing and*

surfing.”, (2) “When we arrive to the beach, a lot of people had been there” it should be “When we arrived in the beach, a lot of people had been there.” In sentence 1 and 2, Yeni did not use verb 2 in her past tense sentences. The other error sentence was (3) “Old people were sitting, they enjoy the beauty of the sea” it should be “Old people sat and enjoyed the beauty of the sea.” This sentence tried to explain that many people sat and enjoyed the beautiful scenery of the sea, but, Yeni used ineffective sentence by repeating subject (Old people and they). That’s why, the word “They” could be eliminate.

- k. 3 errors were made by Adiktia N. She wrote, (1) “*The cost 210.000*” while she supposed to write, “*The cost was 210.000*”, (2) “I surprise saw my bird deat” it should be “I was surprised saw my bird died” (3) “*I very sad*” while she supposed to write, “*I was very sad.*” Both 3 sentences were nominal sentence that need to be.
- l. 1 error was made by Dhika Dwi Savira. He wrote, “I stop and will catch the man” it should be, “I stopped and would catch the man.” In this sentence, Dhika did not use verb two in word “stop”.
- m. 2 errors were made by Dani Pratama B. S. He wrote, (1) “On the way we enjoy the trip” it should be “On the way we enjoyed the trip”. (2) “After it, we play in beach” it should be, “After it, we played in beach”. In both two sentences, Dani did not use verb 2 in word “enjoy” and “play”.

- n. 1 error was made by Naufal Khoirul M. She wrote, “*Then, We ask someone*” while he supposed to write “*Then, We asked someone.*” In this sentence, Naufal did not use verb 2 in word “ask”.
- o. 2 errors were made by Susmita Yasa P. She wrote, (1,2) “When I on the stage I am not suppose my nervous disappeared” it should be, “When I was on the stage, I didn’t suppose my nervous would disappear”. This sentence consist of main clause “I didn’t suppose my nervous would disappear” and sub clause “When I was on the stage”. In main clause, she wrote “I am not suppose”. It should be “I did not suppose” because the verbal sentence of negative past tense form should use did+not. In the sub clause sentence, Susmita did not use to be, while the sentence need to be.
- p. 1 error was made by Athik I. She wrote, “*I late in the school*” while he supposed to write, “*I came late in the school.*” “Late” is adjective. Before adjective there should precede with to be. Athik should add word “came” because she tried to explain that in graduation day, She came late to school.
- q. 3 errors were made by Intan Pratiwi. She wrote, (1) “*Last month. I and families visit grandmother in Surabaya*” while he supposed to write, “*Last month, I and my families visited my grandmother in Surabaya*”. The word “visit” should write as “visited” because the sentence was past tense and need verb 2. In the sentence (2) “*I and families told, eat, break and bath*” The sentence is incomplete because the student omitted the verbs

after the subjects and Intan made error by using verb 1 in word “eat” while she supposed to write, “*I and families took a conversation, ate, took a rest and took a bath*”. In the third sentence, Intan did not use verb 2 in word “disappear” and “want”. The sentence was (3) “*After tired already disappear I and my families want to say good bye*” while she supposed to write “*After tired already disappeared, I and my families wanted to say good bye.*”

- r. 1 error was made by Moh. Alif A. He wrote, “*I not accustomed to use spring bed*” while she supposed to write, “*I was not accustomed to use spring bed.*” This sentence was nominal sentence because “accustomed to” is adjective. That’s why the sentence need to be was.

2. The Error of Addition

In this case the researcher found the errors in addition type. There were 13 errors in addition type. The researcher found addition error in:

- a. 1 error was made by Anita Rahmawati. She wrote, “*We are ate meatball*” she made error in addition in word *are*. *In this sentence didn’t need are*, because the pattern in simple past tense was S + V2 + O. So, it should be, “*We ate meatball*”.
- b. 1 error was made by Eki Lista A. She wrote,(1) “*We heard that our group is win*”. It didn’t need to be, because its pattern was S + V2 + O. *Win* was irregular verb. Form of *win* in V2 was *won*. It should be, “*We heard that our group won*”.

- c. 1 errors were made by Elsa Anggraini. She wrote, (1) "*My mother section mix ingredient*" the word section need to be lost and the word mix was replace became mixed, it should be, "*My mother mixed ingredient*"
- d. 1 error was made by Kurnia Exsa. She wrote, "*But I am felt sad too*" it should be, "*But I felt sad too*". This sentence didn't need to be *am*. Because the word felt after subject *I* was verb.
- e. 1 error was made by Dimas Febri Prasetyo. He wrote, "*When I pour the plant that there was in under mango tree I listened the voice of the crack*". In this sentence, there was dependent clause and independent clause that connected by *when* as subordinate conjunction. In dependent clause, "When I" was ineffective sentence because this sentence is too long. So, it should be "*When I watered the plant under mango tree, I listened the voice of the crack*".
- f. 2 errors were made by Rizky Aprilia Fajrina. She wrote, (1) "*We never give up, we want to joined the next competition.*" This sentence used to same subject. It was *we*. It should be, "*We never give up to join the next competition*", (2) "*We are believed we gone be a winner.*" *Believed* was verb two. The pattern should use S+V2+O. So, it didn't need to be *are*. It should be, "*We believed that we gone be a winner.*"
- g. 1 error was made by Novia Anggraini. She wrote, "I direct weep cried out please help to my mother", she did an addition the word *weep*. It didn't

need that word. It should be, “I directly cried out asking to help to my mother”

- h. 2 errors were made by Inta Ratna F. She wrote, (1) “*I and mother I cooked fried chicken.*” It was too many subject *I*. It should be, “*I and my mother cooked fried chicken.*” (2) “*I am together mother I am help cut chicken.*” It should use S+V2+O, but it didn’t use it. It should be, “*I and my mother cut the chicken together.*”
- i. 2 errors were made by Risma Okta K.W. She wrote, (1) “*I’m helped my mother cut vegetable.*” She add *am* in her verbal past tense sentence. In verbal sentence didn’t use to be (*am*). It should be, “*I helped my mother cut vegetable*”, (2) “*I too helped squeeze coconut grater.*” In this sentence, *helped* was verb and *squeeze* was verb too. This word *helped* was not appropriate if it was put in there. It should be, “*I squeezed coconut grater.*”
- j. 1 error was made by Athik I. She wrote, “*I am and my friends went to school at 06. 30 Am.*” It used the wrong pattern, because the right pattern was S+V2+O. It was enough to only use *I* without *am*. It should be, “*I and my friends went to school at 06.30 am.*”

3. Misformation

In this case the researcher found the errors in misformation type. There were 157 errors in misformation type. The researcher found selection error in:

- a. 6 errors were made by Alif Syaifulloh. In this errors, mostly Alif did not use verb 2 in his past tense sentences. He wrote, (1) “I have scream experience”. It should be, “I had scream experience”, (2) “At that time, I will take the exam practice school” it should be, “At that time, I would take the practice exam in my school”, (3) “However at the time in the morning I want to school by feet and suddenly with unconsciously from behind there was motor that high speed” it should be, “When I went to school on foot suddenly there was a very fast motorcycle from behind” (4,5,6) “I would attend, but do not have time to and happen the collision”, while he supposed to write, “I would avoid but I did not have time. Then, the collision happened.”
- b. 7 errors were made by Aryn Dwi H. She wrote, (1) “Today I felt very bored” it should be, “Last time I felt very bored”, because today was time signal of present tense sentence. While this sentence was past tense sentence. (2) “I think she want to go to beach” Think was V1. It should be, “I thought she want to go to beach”, (3) “The man is our young teacher” it should be, “The man was our young teacher”, (4) “She go home” go was V1. It should be, “She went home”, (5) “I goes to bedroom” it should be, “I went to bedroom”, (6) “A teacher get married with his student” it should be, “A teacher got married with his student”, (7) “Rahma said if her lived is very happy”, it should be, “Rahma said if

her life was very happy". Lived was verb. It should use noun. Noun of lived was life.

- c. 13 errors were made by Anita Rahmawati. She wrote, (1) "Last holiday in December 2016, Viany and I goes to Teleng Ria Beach in Pacitan" goes was V1, it should be, "Last holiday in December 2016, Viany and I went to Teleng Ria Beach in Pacitan", (2) "We are go from home at 07.00 a.m", she made an error in choosing word are go. So, it should be, "We left home at 07.00 a.m", (3) "In the street I see tree pinus in Gemaharjo" see was V1, it should be, "In the street I saw pinus tree in Gemaharjo", (4) "The tree is very big and very height" is was V1, it should be, "The tree was very big and high", (5) "I see farmer in the jungle" it should be, "I saw farmer in the jungle", (6,7) "Pacitan is beautiful scenery and along the street I see river" is was not appropriate to use in that sentence. It should be, "Pacitan has beautiful scenery and along the street I saw river", (8) "Viany and I until Teleng Ria at 09.00 a.m" she chose the wrong word, it should be, " Viany and I arrived in Teleng Ria at 09.00 a.m.", (9) "I buy ticket" buy was V1, it should be, "I bought ticket", (10) "Teleng Ria Beach is very beautiful" is was V1, it should be, "Teleng Ria Beach was very beautiful", (11) I meet my friend" meet was V1, it should be, "I met my friend.", (12) "She is Ingwa" is was V1, it should be "She was Ingwa.", (13) "After that we are hungry" are was V1, it should be, "After that, we were hungry."

- d. 11 errors were made by Eki Lista A. She wrote, (1) “I was danced competition 2 months ago in PCC Ponorogo” she chose the wrong word in was. So it made the sentence understandable, it should be, “I joined dance competition 2 months ago in PCC Ponorogo”, (2) “We don’t have anytime to exercise” don’t was use for the present tense sentence, it should be, We didn’t have time to exercise”, (3) “We have done this dance 1 years ago when we danced at Alon-Alon Ponorogo for full moon night” it should be, “We ever performed this dance 1 years ago when we danced at Alon-Alon Ponorogo for full moon night festival”, (4) “So, we don’t worried anymore” she made wrong concept in her negative sentence. The form of simple past tense didn’t use in verb but in word don’t. It should be, “So, we didn’t worry anymore”, (5) “When we will be competition we felt very nervous” it should be, “When we would perform, we felt very nervous”, (6) “Because it’s first time us for followed traditional danced competition” is not it should be, “Because it was first time for us followed traditional dance competition”, (7) “We believed that we can be a winner” it should be, “ We believed that we could be a winner”, (8) “We get number two” get was V1, it should be, “We got number two”, (9,10) “It’s no problem because we can get new experience” is and can was V1, it should be, “It was no problem because we could get new experience”, (11) “We can’t forgot this moment” it should be, “We couldn’t forget this moment”

- e. 5 errors were made by Elsa Anggraini. She wrote, (1) “*I saute ingredient*” saute was V1, it should be, “*I sauteed ingredient*”, (2, 3, 4) “*After ripe I lift fried rice and displace in plate*” it should be, “*After cooked I lifted fried rice and put it on plate*”, (5) “*I and my mother eat together*” eat was V1, it should be, “*I and my mother ate together*”
- f. 6 errors were made by Kurnia Exsa N. She wrote, (1) “*Last year ago, I am very happy*” am was V1, it should be, “*Last year ago, I was very happy*”, (2) “*I meet my best friend from elementary school*” meet was V1, it should be, “*I met my best friend from elementary school*”, (3) “*I meet her in her school*” it should be, “*I met her in her school*”, (4,5) “*I think that I meet her so cute*” it should be, “*I thought that our meeting was so sweet*”, (5) “*I meet her jus for a moment*” it should be, “*I met her just for a moment*”
- g. 2 errors were made by Rian Ikhsan. He wrote, (1) “*Then, we eaten in ahead Indomart*” form of eat in past tense not eaten but ate, it should be, “*Then, we ate it in ahead Indomart.*”, and in that sentence need object it. (2) “*Next, we go to home*” go was V1, it should be, “*Next, we went home*”
- h. 9 errors were made by Dimas Febri Prasetyo. He wrote, (1) “*At the time, I and older brother go to the house grandmother*” go was V1, it should be, “*At the time, I and my older brother went to the grandmother’s house*”, (2,3) “*After arrived I look grandfather pour the plant*” arrived was verb that

appeared after preposition. It should be arriving, because verb that appeared after preposition became gerund. Then, the meaning of pour was “menuangkan”, so the word that appropriate with that sentence was watered. It should be, “After arriving I looked at my grandfather watered the plant”, (4) When I pour the plant that there was in under mango tree I listened the voice of the crack” it should be, “When I watered the plant under mango tree I listened the voice of the crack”, (5,6) “There is subsection tree the big bough fall” is and fall were V1, it should be, “There was twig fell from big bough of tree”, (7,8,9) “Advantage can run clear the track subsection tree there fall mentioned” advantage was noun, but it didn’t appropriate in there. It needed an adverb. So, it should be, “Luckily I could run from the fallen twig”. Can in past tense was could.

- i. 11 errors were made by Safira M. F. She wrote, (1) “Last time, I and my grandfather going to field” it should be, “Last time, I and my grandfather went to the field”, because going was not verb form of past tense. (2, 3) “I going for fishing that don’t boringed in the home”. This error was error in negative sentence form. To make the negative sentence in the simple past tense, we should put “did not” (followed by the verb form of infinitive) or “was/were not” after the subject followed by an adjective, noun, or adverb. So, it should be, “I went fishing so that I didn’t feel boring in home”, (4) “After waiting, I get fished” get was V1, it should be, “After

waiting, I got fish”, (5,6) “I very happy because I get one fish while grandfather have not get” it should be “I was very happy because I got one fish while my grandfather didn't get”, (7,8) “Have in evening, we go home because we has get many fish” it should be, “In the evening, we went home because we got many fishes”, (9,10) After untiled to my house the fish cooking for seafood” it should be, “After arriving in my house the fishes were cooked”, (11,12) After food with fish river I am sick stomachache” it should be, “After eating fish from the river, I got stomachache”.

- j. 2 errors were made by Rizky Aprilia Fajrina. She made errors in using verb and to be. She wrote, (1) “Sunday Entertainment make events dance and singing competition” it should be, “Sunday Entertainment made dance and singing competition”, (2) “We are really happy” it should be, “We were really happy”,
- k. 9 errors were made by M. Nur K. She made errors in using verb. She wrote, (1) “I and friends want to go out on the beach” it should be, “I and my friends went to the beach”, (2) “We go number 10 people, five man and five woman” while she supposed to write, “We were 10 peoples, five man and five woman”, (3) “Before leaving, us preparing the stuff that will be worn there”. The sentence was incorrect because the appearance of us (object pronoun) as the subject at the beginning of the sentence. Then, the student made errors in using verb and modal auxiliary, because she didn't

use it in form of past tense. The sentence should be revised as “*Before leaving, we prepared the stuff that would be worn there*”, (4) “*We’re leaving tomorrow 06.30 wib*” are leaving should be replace with gathered, because the meaning of are leaving was not appropriate in that sentence. It should be, “*We gathered on the next day at 06.30 am*”, (5,6) “*We eat snack, food and beverages we take of the house*” eat was V1 and take should be replace with brought, because the meaning of take was not appropriate in that sentence. It should be, “*We ate snack, food and beverages that we brought from the house* (7) *When finished rest we get ready to go to again*” get was V1, it should be, “*After finishing our rest, we got ready to go to again*”, (8) “*After nearly until buy a ticket*” buy was V1, it should be, “*After arriving, we bought tickets*” (9) “*Then we go to the beach*” go to was not appropriate, it should be, “*Then we played in the beach*”

1. 5 errors were made by Della Venny I. She wrote, (1,2) “*One day, when I and my friend Nikma while walking afternoon suddenly there is a small cat in the buses*” this sentence had error in using verb and to be, because it didn’t in well formation, it should be, “*One day, when I and my friend Nikma walked in the afternoon suddenly there was a small cat in the bus*”, (3) “*The cat colored black*” this sentence was incomplete, it should be, “*The cat was black*” (4) “*I and my friend taked the cat*” Verb 2 of take was not taked but took, it should be, “*I and my friend took the cat*” (5) “*I*

and my friend lay to rest the cat” lay to rest was not appropriate, it should be, “I and my friend buried the cat”

- m. 7 errors were made by Novia Andrianawati. She wrote, (1) “Last Sunday, I state in the kitchen”, in this sentence Novia chose the wrong word. It should be, “Last Sunday, I sat in the kitchen” (2,3) “At the time, there is some bee disappear around me”, in this sentence, Novia made error in using to be in form of present tense. Then, she wrote the wrong verb, disappear. It should be, “At the time, there were some bees appeared around me”, (4) “Suddenly one of bees sting me appropriate in my right eye”, sting was V1, it should be “Suddenly one of bees stung me appropriate on my right eye, (6) “My mother take the sting of bee that left behind in my right eye”, take was V1, it should be “my mother took the sting of bee that left on my right eye” (7) “I be afraid”, this sentence need was because the subject was *I*, it should be, “I was afraid”
- n. 6 errors were made by Yeni Setyawati. She wrote, (1) “It was a holiday and we had no activities”, in negative sentence should use didn’t, it should be, “It was a holiday and we didn’t have activities”, (2) “We bring a bag”, bring was V1, it should be “We brought a bag, (3) “Old people were sitting, they enjoy the beauty of the sea” V2 of sit was sat, it should be, “Old people sat and enjoyed the beauty of the sea”, (4) “Naura take pictures”, take was V1, it should be, “Naura took pictures”, (5) “We took a rest drink two young coconuts” drink was V1, it should be “We

drank two young coconuts drink”, (6) “The sea wind **blowing**” V2 of blow was blew. It should be, “The sea wind **blew**”

- o. 3 errors were made by Inta Ratna F. She wrote, (1) “I **join** mother cut chicken” she should chose helped, because more appropriate than join, it should be, “I **helped** mother to cut the chicken”, (2) “I **eat** together mother” eat was V1, while she supposed to write, “I and mother **ate** together”, (3) “I **am** happy” am was V1, while she supposed to write, “I **was** happy”
- p. 10 errors were made by Adiktia N. Aditia made errors in using verb. He didn’t use V2 in his past tense sentence. He wrote, (1) “One day, I and my friends **go to** bird shops” it should be, “One day, I and my friends **went** to birds shop”, (2) “The name **is** Crik-Crik Senja” is was V1, it should be, “The name **was** Crik-Crik Senja”, (3) “The bird **eaten** a cricket”, it should be, “The bird **ate** cricket”, (4) “I **buy** Crik-Crik Senja” it should be, “I **bought** Crik-Crik Senja”, (5) “I **is** very happy” it should be, “I **was** very happy”, (6, 7) “I **go to** home and **buy** a cricket to food bird” it should be, “I **went** home and **bought** a cricket for its food”, (8) “I **go** to school at 06.30 am” it should be, while he supposed to write, “I **went** to school at 06.30 am”, (9) “I **go** home at 13.00 pm” it should be, “I **went** home at 13.00 pm”, (10) “I **forget** to give food to my bird” it should be, “I **forgot** to give food to my bird”

- q. 3 errors were made by Dhika Dwi Safira. He didn't use V2 in his past tense sentence. He wrote, (1) "*I go there to saw an accident*" it should be, "*I went there to see an accident*", (2) "*People bring the man to hospital*" it should be, "*People brought the man to the hospital*", (3) "*After that, I go home*" it should be, "*After that, I went home*"
- r. 2 errors were made by Dani Pratama B. S. He didn't use V2 in his past tense sentence. He wrote, (1,2) "*After arrived, we eat together*" it should be, "*After arriving, we ate together*", (3) "*We go home*" it should be, "*We went home*"
- s. 1 error was made by Naufal Khoirul M. He didn't use did in his negative sentence. He wrote, "*They do not know the way*" while he supposed to write, "*They didn't know the way*"
- t. 8 errors were made by Susmita Yasa P. She wrote, (1) "*Two years ago, I am join in the singing competition*" she didn't use pattern in past tense sentence, like S+V2+O, it should be, "*Two years ago, I joined the singing competition*", (2) "*I have a number twelve to sing in the stage*" got more appropriate than have, it should be, "*I got a number twelve to sing in the stage*" (3) "*I felt nervous before I go to on the stage*" performed more appropriate than go, it should be, "*I felt nervous before I performed on the stage*" (4,5) "*I only can pray to God to subtract my nervous, because I know when I fill nervous I always have a bad voice*" know and fill was not form of V2, it should be, "*I prayed to God to subtract my nervous*"

because I **knew** when I **felt** nervous I always have a bad voice”, (6) “When I on the stage I **am not** suppose my nervous disappeared” am not was to be in simple present form, it should be, “When I was on the stage, I **didn’t** supposed my nervous would disappear”, (7) “I **can** sing fluently” form of can in past tense was could, it should be, “I **could** sing fluently”, (8) “I **to be** a winner in this singing competition” this was nominal sentence form. So, it use S+was/were+O pattern. The subject was I, it should be, “I **was** a winner in this singing competition”.

- u. 1 error was made by Salsabila A. She wrote, “We **take** a picture together” she didn’t use V2 in her verb, it should be, “We **took** a picture together”
- v. 1 error was made by Risma Okta K.W. She wrote, “I **pure** the onion” pure was adjective, she should use verb. Because the pattern was S+V2+O. It should be, “I **cleaned** the onion”.
- w. 6 errors were made by Risna Dewi M. She wrote, (1) “Last week, I and my friend **maked** surprised to the teacher” make in V2 was not maked but made, it should be, “Last week, I and my friend **made** surprise to the teacher”, (2) “**Our maked** a surprise in the class” she made error in her subject and verb. *Our* was object pronoun, but she use it in subject pronoun. It should be, “**We made** a surprise in the class”, (3) “The teacher **is** very happy” is was V1, it should be, “The teacher **was** very happy” (4) “We **singing** be happy and the teacher slice a cake” sing in V2 was sang, it should be, “We **sang** happy birthday song and the teacher slice a cake”,

- (5) “The teacher sliced a cake and **blowed** candle” blow was irregular verb. she should write blew, it should be, “The teacher cut a cake and **blew** a candle”, (6) “We **gived** a prize to the teacher” give was irregular too, she should write gave not gived, it should be, “We **gave** a prize to the teacher”
- x. 2 errors were made by Ratri Wahyuningsih. She didn’t use V2 in her past tense sentence. She wrote, (1) “We **go** home at five pm” it should be, “We **went** home at five pm”, (2) “We **meet** friends in there it should be, “We **met** friends in there”
- y. 1 errors was made by Elvy. She wrote, “My friend **is** Via” to be(is) was not past tense form, it should be, “My friend **was** Via”
- z. 5 errors were made by Athik I. She wrote, (1) “Two years ago, I **am** class nine in Mtsn Jetis” am was not to be in past tense, it should be, “Two years ago, I **was** on nine grade in Mtsn Jetis”, (2) “My school **held** Purnawiyata” held was V1, it should be, “My school **hold** Purnawiyata, (3) “I and friends **discussion** the costume” discussion was noun, it should change became verb. So, it should be, “I and my friends **discussed** the costume”, (4) “I and my friends **is** very happy” is was to be in present tense, it should be, “I and my friends **was** very happy” (5) “The teacher **by** costume formal” by was preposition. It needed verb. It should be, “The teacher **wore** formal costume”

- aa. 2 errors were made by Intan Pratiwi. She didn't use V2 in her past tense sentences. She wrote, (1) "In travel, I see scenery the beautiful one and trees the green" it should be, "I saw the beautiful scenery and the green trees", (2) "*I and my families return*" it should be, "*I and my families went home*"
- bb. 4 errors were made by Suci Romdoni. He didn't use V2 in word go and is. She wrote, (1) "*I and my family go to uncle's house*" it should be, "*I and my family went to uncle's house*", (2,3) "*We depart 08.30 am and we until there at 20.00 p.m*" until was preposition. It needed verb. So, it should be, "*We went there at 08.30 a.m and we arrived there at 20.00 p.m*" (4) "*The road is very jammed*" it should be, "*The road was very jammed*", (5) "*We go there by car*" it should be, "*We went there by car*"
- cc. 6 errors were made by Moh. Alif A. He wrote, (1) "*They are is Ryan and Erio*" it should be, "*They were Ryan and Erio*", (2) "*The title of the competition is 'Scientific Great Moment 2016'*" is was present tense to be, it should be, "*The title of the competition was 'Scientific Great Moment 2016'*", (3) "*We one very happy and very proud, because we could scent the name of good of our school*" it should be, "*We were very happy and very proud, because we could scent the good name of our school*", (4) "*The name of our research is 'Flame From Water'*" it should be, "*The name of our research was 'Flame From Water'*", (5) "*There is from Malang, Bekasi, Lamongan, West Sumatra, North Kalimantan and South*

Sulawesi” it should be, “They were from Malang, Bekasi, Lamongan, West Sumatra, North Kalimantan and South Sulawesi”, (6) “We are very happy” it should be, “We were very happy”

4. Misordering

In this case the researcher found the errors in ordering type. There were 11 errors in ordering type. The items were correct, but the writer didn't put the items in the appropriate order. The researcher found misordering error in:

- a. 1 error was made by Alif Syaifulloh. He wrote, “*Time that it never I forget*” it should be, “That was unforgettable time”
- b. 1 error was made by Anita Rahmawati. She wrote, “In the street I see tree pinus in Gemaharjo” it should be, “In the street I saw pinus tree in Gemaharjo”
- c. 2 errors were made by Eki Lista. She wrote, (1) “We have done this dance 1 years ago, when we danced at Alon-Alon Ponorogo for night full moon” it should be, “We ever performed this dance one year ago when we danced at Alon-Alon Ponorogo for full moon night festival”, (2) “Because, it's first time us for followed traditional danced competition” it should be, “Because, It was first time for us followed traditional dance competition”

- d. 1 error was made by Dimas Febri P. He wrote, “At the time, I and older brother go to the house grandmother” it should be, “At the time, I and older brother went to the grandmother’s house”
- e. 1 error was made by M. Nur K. She wrote, “We go number 10 people, five man and woman five” it should be, “We were 10 peoples, five man and five woman”
- f. 1 error was made by Inta Ratna F. She wrote, “*After done chicken finished in place chicken in upper plate*” while she supposed to write, “*After cooking, I put the chicken in a plate*”
- g. 1 error was made by Dhika Dwi Savira. He wrote, “But happened accidents to him” it should be, “But an accident happened to him”.
- h. 1 error was made by Athik I. She wrote, “The teacher by costume formal” it should be, “The teacher wore formal costume”
- i. 1 error was made by Intan Pratiwi. She wrote, In travel, I see scenery the beautiful one and trees the green” it should be, “I saw the beautiful scenery and the green trees”
- j. 1 error was made by Moh. Alif A. He wrote, “We one very happy and very proud, because we could scent the name of good our school” it should be, “We were very happy and very proud, because we could scent the good name of our school”

2. The Analysis of Dominant Type of Errors in Using Simple Past Tense of Students' Recount Text

Based on analysis on the types of errors, it can be concluded that there were 225 errors found from four types by the eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017. The total number of errors can be more understood in the table below:

Table 4.1
The Recapitulation of Types of Error in Using Simple Past Tense on Students' Recount text

No.	Students' Name	Types of Errors		
		Error of Omission	Error of Addition	Error of Formati
1.	Alif Syaifulloh	1	-	6
2.	Aryn Dwi H.	5	-	7
3.	Anita Rahmawati	4	1	13
4.	Eki Lista A.	-	1	11
5.	Elsa Anggraini	-	1	5
6.	Kurnia Exsa N.	-	1	6
7.	Rian Ikhsan	2	-	2
8.	Dimas Febri Pasetyo	2	1	9
9.	Safira M.F	1	-	12
10.	Rizky Aprilia	1	2	2

	Fajrina			
11.	M. Nur K.	3	-	9
12.	Della Venny I.	7	-	5
13.	Novia Andrianawati	-	1	6
14.	Yeni Setiyawati	3	-	6
15.	Inta Ratna F	-	2	4
16.	Adiktia N.	3	-	10
17.	Dhika Dwi Savira	2	-	3
18.	Dani Pratama	2	-	3
19.	Naufal Khoirul	1	-	1
20.	Susmita Yasa P	2	-	8
21.	Salsabila A.	-	-	1
22.	Risma Okta K	-	2	1
23.	Risna Dewi M.	-	-	6
24.	Ratri W.	-	-	2
25.	Elvy	-	-	1
26.	Athik I.	1	1	5
27.	Intan Pratiwi	3	-	2
28.	Suci Romdoni	-	-	5
29.	Moh. Alif A.	1	-	6

30.	Adi Saputro	-	-	-
Total Types of Errors		44	13	157

Table 4.2
Total the Types of Students' Error in Using Simple Past Tense
on Students' Recount Text

No.	Types of Error	Total
1.	Omission Type	43
2.	Addition Type	13
3.	Misformation Type	157
4.	Misordering Type	11
Total error		225

From the table above, there were 225 errors found at the students' recount text of the eleventh grade of SMAN 1 Jetis Ponorogo. 44 errors were in omission type. 13 errors were in addition type. 157 errors were in misformation type. 11 errors were in misordering type. Based on the analysis, it can be concluded that the dominant type of errors was misformation type. The total was 157 from 225 errors.

CHAPTER V

CLOSING

A. Conclusion

1. The types of errors in using simple past tense on the students' recount text at eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017 are error of omission, error of addition, error of misformation and error of misordering. The total is 225 errors. 44 errors are in omission type. 13 errors are in addition type. 157 errors are in misformation type. 11 errors are in misordering type.
2. The dominant type of errors in using simple past tense on the students' recount text at eleventh grade students of SMAN 1 Jetis Ponorogo in academic year 2016/2017 is misformation type. The total is 157 errors from 225 errors.

B. Suggestion

1. For Students

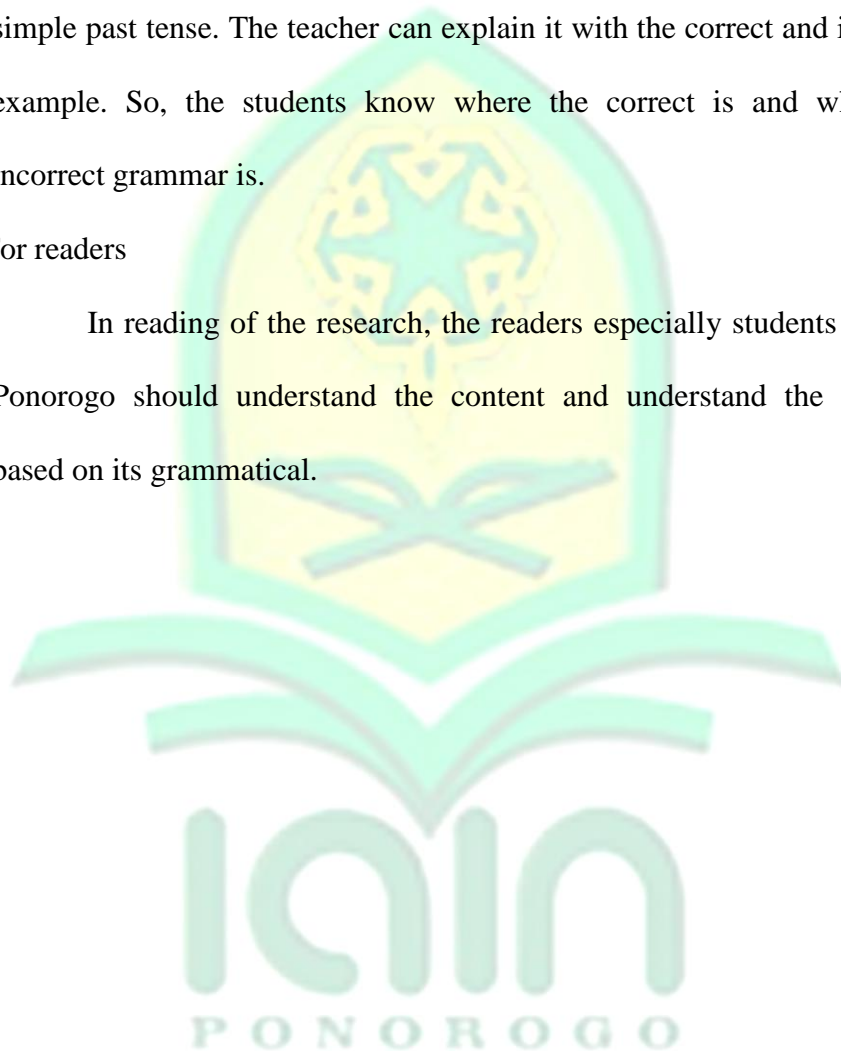
In writing, the students of SMAN 1 Jetis Ponorogo are not only understanding the content and finishing the paper, but also they should know the grammatical structures in the writing. The students should know the rule of grammatical to write, so the meaning on the paper can be understood by the readers correctly.

2. For teachers

Teachers in SMAN 1 Jetis Ponorogo can explain the rules of grammatical and the types of errors in grammatical, especially errors in simple past tense. The teacher can explain it with the correct and incorrect example. So, the students know where the correct is and where the incorrect grammar is.

3. For readers

In reading of the research, the readers especially students of IAIN Ponorogo should understand the content and understand the meaning based on its grammatical.



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