

**ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE
IN WRITING RECOUNT TEXT OF THE EIGHTH GRADE
STUDENTS AT SMP N 2 PONOROGO IN
ACADEMIC YEAR 2017/2018**

THESIS



By
PIPIT ELIANA PRASTIWI
NIM. 210913047

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
(IAIN PONOROGO)**

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ABSTRACT

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Key Words: Error Analysis, Past Tense, Recount Text.

Learning English means learning the way to communicate by that language as a target language, either in speaking or writing expressions. In teaching English as a foreign language, surely teachers or students will find some difficulties include on teaching writing. In fact, almost students consider writing is the most difficult skill among others skills. Therefore, the students often make errors, and also when they use simple past tense in recount text. This study was conducted under the consideration that simple past tense plays an important role in writing a recount text.

The purpose of this study are to find out the typical errors of simple past tense in the students' recount text and the causes of the errors. It focused on what types of simple past tense errors made by students in writing recount text and what the causes of the errors are.

This study was carried out to find empirical evidence of the most common errors in recount text writing made by the eighth grade students of SMP N 2 Ponorogo. The method used in this study was quaitative research. The data were presented in descriptive analysis way and the procedure of error analysis was based on Gass and Slinker's theory.

The result of the study showed the types of students error in the use of simple past tense are misformation which has 117 or 79,6 % error, error of addition has 14 errors or 9,5 %, error of omission has 10 errors or 6,8 %, misordering has 6 errors or 4,1%. The cause of errors in the use of simple past tense are communication strategy interlingual transfer, intralingual transfer, and context of learning.

APPROVAL SHEET

This is certify that *Sarjana* 's thesis of :

Nama : PIPIT ELIANA PRASTIWI

Student Number : 210913047

Faculty : Tarbiyah and Teachers' Training

Department : English Education

Thesis Title : Error Analysis on The Use of Past Tense in Writing
Recount Text of The Eighth Grade Students at SMP N 2
Ponorogo in Academic Year 2017/ 2018)

has been approved by the advisor and is recommended for approval and
acceptance.

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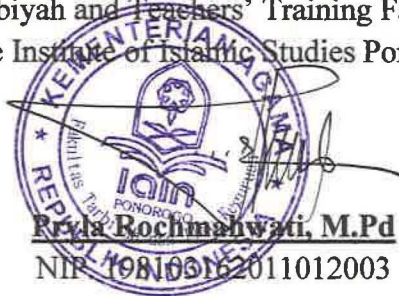
Advisor



Wiwin Widyawati, M.Hum

NIP. 197505212009122002

Acknowledge by
Head of English Education Department of
Tarbiyah and Teachers' Training Faculty
State Institute of Islamic Studies Ponorogo



Ryda Rochmahwati, M.Pd
NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS
THE STATE ISLAMIC INSTITUTE OF PONOROGO**

RATIFICATION

This is certify that *Sarjana* 's thesis of:

Name : Pipit Eliana Prastiwi
Student Number : 210913047
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : Error Analysis on the Use of Simple Past Tense in Writing
Recount Text of the Eighth Grade Students at SMP N 2
Ponorogo in Academic Year 2017/ 2018

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Education on:

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Certified by

The Dean of Tarbiyah and Teacher Training Faculty
IAIN Ponorogo



Dr. Ahmadi, M.Ag

NIP. 196512171997031003

Board of Examiners:

1. Chairman : Dr. Harjali, M.Pd
2. Examiner I : Dra. Aries Fitriani, M.Pd
3. Examiner II : Wiwin Widyawati, M.Hum

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is taught as a compulsory subject for the students from the lower level, secondary school up to the university level. One of purpose in teaching English itself is to develop communicative ability in its language that consists of reading, speaking, writing and listening. On the other words, learning English means learning the way to communicate by that language as a target language, either in speaking or writing expressions.

In teaching English as a foreign language, surely teachers or students will find some difficulties include on teaching writing. Writing is one of basic skills that not easy to learn because it is thinking process, so that it is need much time. According to Ghaith cited by Herlinawati on her thesis, writing is about more than making our thought and ideas visible and concrete. However writing in English is not easy and the students often find some difficulties when they are writing.¹

In this case, the students are expected to be able to communicate in English using correct structure. Structure or grammar is one of the basic components of language which must be learnt by students. Having knowledge

¹ Herlinawati, "Error Analysis in the Students Writing Narrative Paragraph at MTsN Pajajaran Pamulang," (Thesis, UIN Syarif Hidayatullah, Jakarta, 2011), 2.

of grammar will help people to comprehend what other people say or write.² There are many rules in grammar that cannot be ignored. They are articles, parts of speech, sentence pattern, tense, etc. Part of the grammar that is considered to be most difficult to learn for Indonesian students is tenses.³

One of tenses is simple past tense. Simple past tense is used to describe actions that took place in the past and no longer take place in the present. It does not convey the same sense of continuity or relevance as the present perfect tense. Next, simple past tense is important for those who want to talk about the past which has nothing to do with the future. With regard to the types of texts taught in junior high schools in Indonesia, simple past tense is an important part of language features, particularly, recount texts taught to the 8th and 9th graders. Nevertheless, students still find difficulties in using past tense.⁴

Fadzilyna on her thesis, assumes that students in Indonesia commonly make errors in using past tense because there are some differences between *Bahasa Indonesia* and English when we talk about something in the past. In English, if we want to talk about something in the past, we do not only put the adverb of time, but also change the verbs into the past form. Therefore, we

² Ima Natria, "Students' Errors in Using Simple Present Tense in Writing Descriptive Texts," (Thesis, Semarang State University, Semarang, 2007), 2.

³ Ibid, 3.

⁴ Fadzilyna, "Errors in Using Past Tense Made by Eight Graders of MtsN Model Trenggalek," Jurnal Online UM, 1, <http://jurnal-online.um.ac.id/data/artikel/artikelIB2CCF77AD6D08C97DF4D9F9D7A9AE81E.pdf>, access on 9th of March, 2018 at 18.41

will know whether someone is talking about the past, present or future by knowing the verb he/she uses without looking at the adverbs of time. On the other hand, in *Bahasa Indonesia*, the only way for us to know whether someone is talking about the past, present or future is by knowing the adverb of time.⁵

Those differences commonly make Indonesian learners have difficulties to distinguish which way they should take to change the infinitive into the past form especially for the 8th graders who are introduced to the past tense. Thus, sometimes, they make errors when they make sentences in a simple past tense form. In addition, Apte cited by Fadzilyna, stated that the simple past tense and the perfective aspects of the verb are two difficult areas for ESL (English as a Second Language) learners all over the world.⁶

In fact, most of students of the eighth grader at SMP N 2 Ponorogo make error in the use of verb and correct sentence structure when they write recount text. The students still confused to change infinitive form in to simple past tense form. They also confused to differentiate between regular and irregular verb. Besides, the students did not understand the correct sentence structure well. They difficult to understand the kinds of sentence that use in simple past tense form, especially on positive, negative, and interrogative. Therefore, they often make incorrect form in their sentences.

⁵ Ibid;

⁶ Ibid, 2.

Furthermore, errors analysis to be very important thing because the researcher wants to know the types of errors done by students of using simple past tense in writing recount text and the factors that influence their errors. Error is very usual in writing paragraph or essay, so errors analysis is needed by teacher to correct the student's essay.⁷

According to Corder in Sompong cited by Putri Mega on her thesis, "Errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures learners are employing in their discovery of the language. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity in learners".⁸

Dulay et.al. classified the types of errors based on surface strategy taxonomy. Surface strategy taxonomy emphasizes the way surface structure is changed. In this case, learners may omit essential parts and add inessential ones or they may misform items or misorder them. Based on the surface strategy taxonomy, errors are classified into four types; omission, addition, misformation, and misordering.⁹

⁷ Putri Mega, "An error Analysis on the Use of Past Tense in Narrative Text," (Thesis, Universitas Muhammadiyah Sidoarjo, Sidoarjo, 2017), 4.

⁸ Ibid, 5.

⁹ H. Dulay, M. Burt & S Krashen, *Language Two*, (Oxford: Oxford University Press, 1982), 154.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a wellformed utterance.

2. Addition

As the opposite omission, addition is characterized by the presence of an item which must not appear in a well-formed utterance. There are three kinds of additions in this class; double marking, regularization, and simple addition.

3. Misformation

Misformation is characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation: regularization, archy, and alternating form.

4. Misordering

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

Based on the explanation above, the researcher is interested to analyze the errors in writing focused on past tense. Then the researcher describes it in the form of a scientific work entitled **“Error Analysis on The Use of Simple Past Tense in Writing Recount Text of The Eighth Grade Students at SMP N 2 Ponorogo in Academic Year 2017/2018”**

B. Research Focus

Limitation of the problem is the scope of the problem and it is important to do so that the discussion does not far-ranging discussion to the study that is not relevant to the original purpose. This study focuses on analyzing the errors on simple past tense in writing recount text of the eighth grade students at SMP N 2 Ponorogo. Then, the researcher used the error analysis based on surface taxonomy; they are omission, addition, misformation, and disordering.

C. Statements of the Problems

Based on the problems explain above, the writer will conduct the research that focuses on statement of the problem below:

1. What types of simple past tense errors made by students in writing recount text?
2. What are the causes of errors on the use of simple past tense made by students in writing recount text?

D. Objectives of the Study

Research objective stated as the goal of research to be achieved by the researchers. Based on statement above, this study aims to find the typical errors and the causes of students' errors in the use of simple past tense in writing recount text.

E. Significance of the Study

This researcher doing this research to can give benefit theoretically as well as practically, there is:

1. Theoretical Significance

The results of this study have the potential to add to the existing literature regarding the value of teaching writing. This research is hoped to develop the school program in organizing teaching and learning process that relates to academic growth and achievement especially on English skill.

2. Practical Significance

a. The Teacher

The researcher hopes that this research can improve the teacher's ability to help students in teaching writing in the class. Besides, the English teacher is able to use the interesting media to improve the students' ability in writing. After reading this study they would be more careful to check grammar made by students. Therefore, teacher can find new method to teach grammar not only simple past but also other past tense, so that teacher can guide the students to make recount text with correct tenses.

b. The Student

This research study can be used to help students in writing. It means that, student can make practice to write recount text. If students often practice to make recount paragraph every day, students will be accustomed to write with less mistake. Besides, students will more careful to use their tenses in writing recount text.

c. The Reader

The research findings would also give some advantages for further research and development efforts as a reference and empirical evidence.

F. Research Method

1. Research Design

This research applies a qualitative research. This study was focused on identifying the errors of the use of simple past tense that the 8th graders of SMP N 2 Ponorogo made in writing a recount text and the possible causes of the errors. The researcher did not give any treatments to the students, she only described the errors based on the surface strategy taxonomy. Thus, the researcher would know types of simple past tense errors made by students in writing text.

According to Bogdan and Biklen, qualitative research is descriptive. The data collected is in the form of words or pictures rather than number.¹⁰ Therefore, the researcher presented the data collected in words rather than numbers.

2. Researcher's Role

In qualitative studies, the researcher is quite different with quantitative. In this study, the researcher becomes a data collector and

¹⁰ Santi Noviyanti, "An Anlysis on Students' Grammatical Errors in Writing Descriptive Paragraph," (Thesis, UIN Syarif Hidayatullah, Jakarta, 2013), 26.

analyzer. The qualitative researcher needs to describe relevant aspect of self, including any biases and assumption, any expectation and experiences to qualify his or her ability to conduct the research.

3. Research Location

This research was conducted in SMP N 2 Ponorogo. It is located at Jalan Jendral Basuki Rachmad 44, Surodikraman, Ponorogo. Researcher chose this place because she wanted to know the students writing skill especially on the use of simple past tense in writing recount text.

4. Data Source

The main source of data in this study were recount texts written by students in 8A of SMP N 2 Ponorogo. The researcher chose the writing task to collect the data because she was sure that analyzing the students' writing is the best way to conduct an error analysis. It is similar to Safiah, who stated that such errors can be seen in the learners' writing performance.¹¹

5. Technique of Collecting Data

To measure the ability of students, the researcher takes essay writing that is given as a test to the eighth grade students of SMP N 2 Ponorogo. Those writing test indicates their understanding in using past tense in recount text. Before the students do the test, the researcher gives

¹¹ Fadzilyna, "Errors in Using Past Tense Made by Eight Graders of MtsN Model Trenggalek," Jurnal Online, 4.

explanation and direction about what the students should do with the test.

6. Technique of Analysis Data

In this research, the researcher analyzed the data by taking step of error analysis based on Gass & Slinker to find the errors made by the Eighth Grade Students of SMP N 2 Ponorogo. There are as follow:¹²

- a. Collect data; the researcher collect the data from the eighth grade students at SMP N 2 Ponorogo.
- b. Identifying the Errors; the researcher identified and made list for every errors made by the students in the use of simple past tense in writing recount text.
- c. Classifying the Errors; the researcher classified all errors into kinds of error in the use of simple past tense in writing recount text.
- d. Quantifying the Errors; the researcher counted the result from the classification in kinds of error to knew the dominant of error in the use of past tense in writing recount text made by the students by using the following formula:

$$\frac{\text{total of each item}}{\text{total of error}} \times 100$$
- e. Analyzing Source of Errors; it used to correct every errors in the use of past tense in writing recount text made by the students then repaired into the correct sentences.

¹² Susan M. Gass and Larry Selinker, *Second Language Acquisition: An Introductory Course: An Introductory Course 3rd Edition*, (New York: Routledge Taylor & Francis Group, 2008), 103.

f. Remediate; the researcher take remediate if it is needed.

7. Data Credibility

According to Gibbs, qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures. On the other hand, Creswell & Miller argued that validity is one of the strengths of qualitative research and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant or the readers of an account.¹³

In qualitative research the validity of data can be obtained by using triangulation. According to Denzin, in which he proposes four types of triangulation:¹⁴

a) Multiple methods

With regard to the use of multiple methods of data collection, for example, what someone tells you in an interview can be checked against what you observe on site or what you read about in documents relevant to the phenomenon of interest. You have thus employed triangulation by using three methods of data collection; interviews, observations, and documents.

¹³ John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach-3rd Ed*, (USA: Sage Ltd, 2009), 190.

¹⁴ Sharan B. Marriam, *Qualitative Research: A Guide to Design and Implementation*, (USA: Jossey-Bass, 2009), 115-116.

b) Multiple sources of data

Triangulation using multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people.

c) Multiple investigators

Investigator triangulation occurs when there are multiple investigators collecting and analyzing data.

d) Multiple theories

According to Seale, the use of multiple theories such as approaching “data with several hypotheses in mind, to see how each fare in relation to the data” is less common in qualitative research than in the other three forms.

In this research, the researcher used multiple sources of data and multiple theories. Multiple sources of data were obtained by doing interview with the people from different perspectives, while multiple theories were obtained by elaborating the review of literature in chapter II.

8. Research Procedure

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

- a. Pre research phase, those are: proposing the title of research, making proposal of research, choose the place of research, get license letter, observation condition place of research, and prepare equipment of research.
- b. Research phase, those are: understanding background of research, enter into research and join in the research together with collection of data.
- c. Data analysis phases. Those are as long as analysis and after collection of data.
- d. Writing of report research phase.

G. Organization of the Study

This research is including of many parts that explain about the research planning. The organization of the thesis is formulated into:

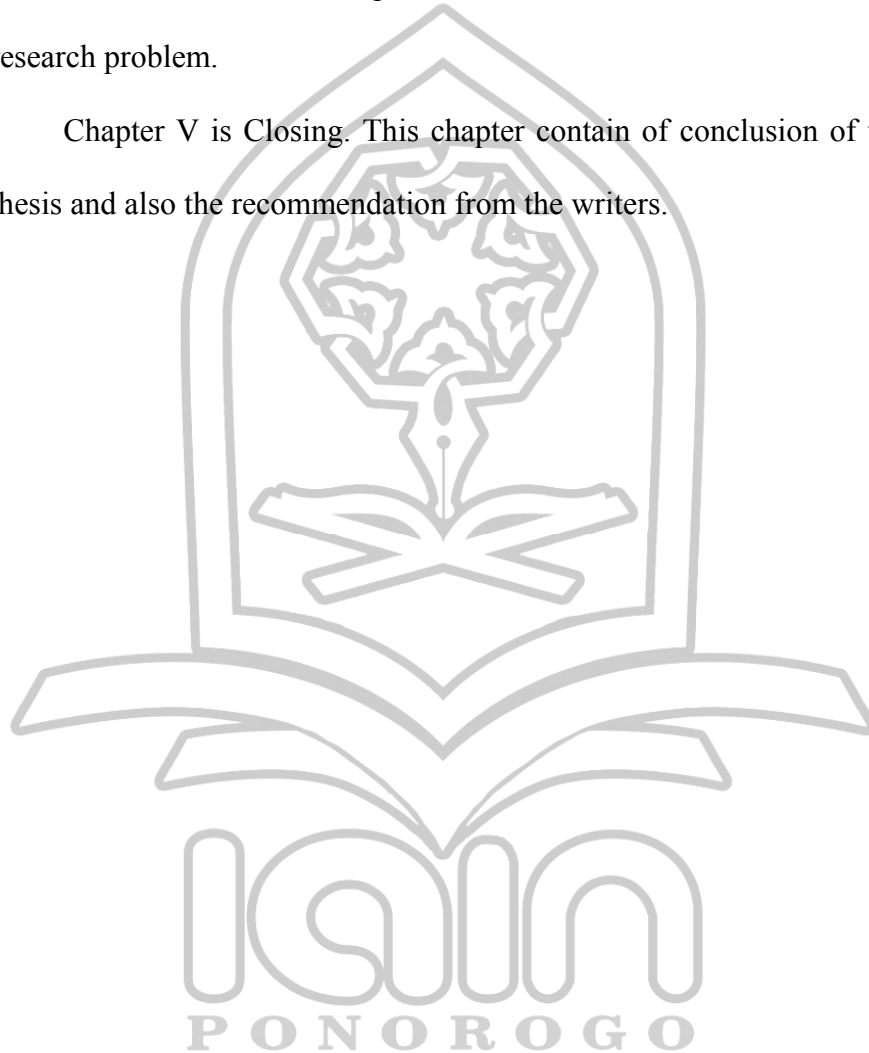
Chapter I is Introduction. This chapter is global description about the whole content of the thesis. It have purpose to make easy the reader understanding the background of study, research focus, statement of the problems, objectives of the study, significance of the study, research methodology and organization of the thesis.

Chapter II is Theoretical Background/Literature. This chapter contains of theoretical analysis as the basic of the study. It is placed in this chapter to make the reader getting understand the theory of the study first before the reader see the result.

Chapter III is Finding. This chapter gives the description about the location of study and the result of the study

Chapter IV is Discussion. This chapter presents the discussion of the research. The discussion is presented in the framework of answering the research problem.

Chapter V is Closing. This chapter contain of conclusion of the whole thesis and also the recommendation from the writers.



CHAPTER II

REVIEW OF LITERATURE

This chapter presents the related literature of writing, recount text, past tense and error analysis. This review on related literature is aimed to create the framework about the issues of this research.

A. Writing

1. Definition of Writing

Writing is the important part of skill in English that must be mastered by everyone. Writing is important because it can improve and help people on their communication. Moreover, writing is an activity where someone can express their idea or opinion, information and knowledge to the reader.

Nataliene stated that writing is a skill required in many contexts throughout life. For instance, we can write an email to a friend or reflect on what happened during the day in our personal diary. In addition, Oshima and Hogue said that writing is a process not a product. It means that in the writing process; prewriting, is the first stage of writing process for students to generate ideas like brainstorming and then followed by planning, writing, revising drafts, and students writing the final copy.¹⁵

¹⁵ Kiki Paramita Elfina, "Students' Errors in Using Simple Present Tense in Writing Descriptive Text at the XII Grade Students of SMA N I Kubung," Journal, 2013, 1-2.

In addition, Brown explain that one major theme in pedagogical research on writing is the nature of the composing process of writing. Written product is the result of thinking, drafting, and revising procedures that require specialized skills. The final result of the compositional nature of writing focuses on how to generate ideas, how to organize them coherency, how to use discourse markers and rhetorical conversation 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.¹⁶

On the other hand, writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Consequently, we need practice to write paper or essay a lot for drilling our skill in writing beacuse writing is a different from other skills with a good skill, we can create interesting scientific work.¹⁷

Writing is the difficult one than other skill in language because it needs more concentration and ability in choosing the interesting topic. Besides, writing is not only expressing an idea or opinion, but also elaborating accuracy and carefully in arrangement the sentence or

¹⁶ H. Douglas Brown, *Teaching By Principle: An Interactive Approach to Languange Pedagogy*, (Pearson ESL, 2000), 335.

¹⁷ Putri Mega, "An error Analysis on the Use of Past Tense in Narrative Text", 9.

paragraph. Writing also needs ability in using correct grammar and clearly word, so that it can prevent the reader from misunderstanding.¹⁸

In practicing, teacher have to make interesting media to engage their students because writing have some methods to become good paragraph. In a fact, students in Indonesia felt confused to translate Indonesian into English or viceversa. In addition, writing is a set of paragraphs that consists of noun, verb, adjective, phrase, etc. If the components became one unit, they would be good paragraph and made the reader bring out in the story. Based on Rosa's statement, writing is process of exploring the writer's thoughts to manifest the graphological and grammatical system of language by using visual medium in the form of sentences.¹⁹

According to the explanation above, it can be concluded that writing is an important part of English skill where someone express their ideas and arrange their thoughts into readable text as a communication tool with others. In the process of writing, the writer needs full concentration and ability in the using grammar and arrange words, sentences and paragraphs it will be a good text. Thus, the result can be understand by the reader and useful for aspects of life.

2. Process of Writing

There are five steps of the writing process according to Donald Graves:

¹⁸ Ibid

¹⁹ Ibid

a. Prewriting.

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas.

b. Drafting.

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

c. Revising.

This is the core of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where we shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing.

d. Editing.

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution; the quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the

quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics. One last thing about the editing phase is real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check.

e. Publishing and sharing.

Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.²⁰

3. Types of Written Text

a. Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches.

The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

b. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach

²⁰ Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Rowman & Littlefield Education, 2008), 179-180.

conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

c. Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction-writing mode for transmitting a mental image or the particulars of a story.

1) Description as a rhetorical mode

The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

2) Description as a fiction-writing mode

Fiction is a form of narrative, fiction-writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Agent and author Even Marshall identifies five fiction-writing, that

are modes, action, summary, dialogues feeling/ thoughts and background. Author and writing instructor Jessica Page Morrell lists six delivery modes for fiction-writing: action, exposition, description, dialogues, summary and transition. Author Peter Selgin refers to methods, including action, dialogue, thoughts, summary, scene and description.

d. Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

e. Other types of writing

According to Barbara Walker, Margaret E.Shippen, Paul Alberto, David E.Houchins, and David F.Cihak, writing also have many types of it, including writing narratives, expository passages, essays, directions, summarises, critiques, and letter writing as developmental writing skills are advanced.²¹

²¹ Nguyen Thanh Huy, “Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School”, Asian Journal of Education Research Vol.3, No.2, 2015, 54-55.

B. Recount Text

1. Definition of Recount Text

Recount is a text which retells events or experience in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of the recount is to give the audience a description of what occurred and when it happened.²² The text is tells about something events in the past but there is no complication appear at this text. For students, they can use this text in inform to their friends about the experience and also entertain their friends. At this text, there is event appearing and it can inform to reader what the special or bad event happened with the writer at the story.²³

According to Hartono, recount is the genres of text which has social function to retell events for the purpose of informing in recount text, reader can get information about something or experience and also entertainment.²⁴ Besides, Grace stated that recount text is a text that tells the reader or listener what happen in the past through a sequence of events. It means that recount text is kind of text that tell about anything experience in the past through a sequence of events.²⁵

²² Apriliani, Khulaifiyah and Fitra Elia, "Identifying The Generic Structure of Genres", Jurnal Kependidikan Discovery Vol.2. No.2. June 2014, 3.

²³ Ibid, 4.

²⁴ Ibid, 3.

²⁵ Eudia Grace, and Sudarwati, *Look A Head an English Course*, (Jakarta:Erlangga 2007), 30.

Actually, there are three types of recount text namely, personal recount, factual recount, and imaginative recount, but in this research the researcher focus on personal recount text. According to Amiruddin, personal recount text is a recount text that exposes an event in which the writer or the author got involved in or acted in the event himself.²⁶

2. Generic Structure of Recount Text

According to Catur Irmawan and Lolitarini D.N, the generic structure of recount text consist of three parts, there are:

a. Orientation

It is provides the setting and introduce the participants of the text, place and something happen. In other words, it provides information about who, where and when the something happen. Example: *"I had gone to stay with my family in France when I was a student. I took with me some presents for the family...."*

b. Events

It is describes the series of event that happened in the past and in what sequence. In recount text, possibly there one or more than event appear in the text. Example: *"When I came back to the house, the little girl who lived in the house asked me what I had bought and what was in my bag. So, I opened the bag and I began to take everything out...."*

²⁶ Dian Sukma, "A Study on Writing Recount Text", Journal of English Education Vol.1. No.1. June 2015, 66.

c. Re-orientation

It is optional-closure of events. State the personal comment of the writer to the story. Example: *"And of course my face just went bright red, I couldn't think of everything to say. I just looked at her, put the box of chocolates down on the table and fled from the room."*²⁷

3. Language Feature of Recount Text

Recounts usually include the following language features:²⁸

1. Proper nouns to identify those involved in the text (for example, *Andy, Jakarta, The Statue of Liberty, etc.*)
2. Descriptive words to give details about who, what, when, where, and how (for example, *walking, hairy, clever, etc.*)
4. The use of the past tense to retell the events (for example, *went, ate, learned, etc.*)
5. Words that show the order of events (for example, *first, next, then*).

C. Simple Past Tense

1. Definition of Simple Past Tense

Some grammarians define the simple past tense with many ways.

Betty SchramferAzar said "simple past tense indicates that an activity or

²⁷ Apriliani, Khulafiyah and Fitra Elia, "Identifying The Generic Structure of Genres", 3-4.

²⁸ Cholipah, "An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)", (Thesis, UIN Syarif Hidayatullah Jakarta, 2014, 50)

situation began and ended at particular time in the past”.²⁹ Douglas Bieber and friends in *Grammar of Spoken and Written English* stated that, “ Past tense most commonly refers to past time via some past point of reference, especially in fictionally narrative and description, where the use of the past to describe imaginary past happening is a well- established convention”.³⁰ This opinion is supported by the statement of Betty SchramferAzar in her book, *Fundamental English Grammar* that “the simple past is used to talk about activities or situations that began and ended in the past (e.g yesterday, last night, two days ago, in 1990)”.³¹

Example:

- a. John Played football yesterday
- b. I studied English last night
- c. She visited me two days ago
- d. My sister was born in 1990

Based on the definition above, it shows that the simple past tense is used to express a definite event in the past. And also the simple past is used to define the situation in the specific time. The simple past shows the situations or activities that began and ended in the past.

2. The Form of Simple Past Tense

The forms of simple past tense proposed by Riyanto are given in the

²⁹ Betty SchramferAzar, *Fundamentals English Grammar*, (New Jersey: Prentice Hall, inc., 1992), 4.

³⁰ Douglas Biber *et al.*, *Grammar of Spoken and Written English*, (Edinburg: Longman, 1999), 456.

³¹ Betty SchramferAzar, *Fundamentals English Grammar*, 42.

following:³²

a. Positive: S + V2

Examples: - I went to Jakarta two days ago

- He played in the school yard

- She stayed at home last night

b. Negative: S + Did Not + V1

Examples: - I did not go to Jakarta two days ago

- He did not play in the school yard yesterday morning

- She did not stay at home last night

c. Interrogative: Did + S + V1

Examples: - Did you go to Jakarta two days ago?

- Did he play in the school yard yesterday morning?

- Did she stay at home last night?

To answer the interrogative question, the form of the answer is:

Yes/ No + S + did/did not

Examples: - Did they play in the yard? Yes, they did

- Did you go to school yesterday? No, I did not

According to Grain the forms of simple past tense with the verb “to be” are

We/you/they + were + O and I/she/he/ + was + O.³³

³² Riyanto, Slamet., *The 1st Students Choice TOEFL* (Yogyakarta: Pustaka Pelajar, 2006), 165.

³³ Grain, Michael, 2006, *Communicative English*. <http://www.gifu-net.community/>, access on 25th of July, at 20.40

a. Positive: S + was + O

Examples: - She was the top student in her class

- We were in the Singapore last week

- She was happy last night

b. Negative: S + was + not + O

Examples: - You were not funny last night

- He was not happy about failing the test

- I was not tall as a child

c. Interrogative: was/were + S + O

Examples: - Were you the tallest in your class?

- Was she a good runner in high school?

- Was she a lot of fun as a child?

3. Functions of Simple Past Tense

According to Riyanto there are two functions of Simple Past. They are:³⁴

a. Simple Past Tense is a verb form that is used to express one action which happened or took place at a particular time in the past.

Examples: - He was in Japan last month

- They went to China last night

- You were there yesterday

b. Simple Past Tense is a verb form that is used to express repeated,

³⁴ Riyanto, Slamet., *The 1st Students Choice TOEFL*, 166.

habitual actions in the past.

Examples: - He used to have five goats and two cows

- She always went to Mosque at night

- I always went to school by bike

While Grain proposed different functions of simple past tense. They are:³⁵

- a. It is used for action completed in the past at a definite time for a past action when the time is given.

Examples:

- She met her friends two days ago

- Jhon died in 2000

- When did the Jhon die?

- When did she meet her friend?

- b. It is used to list a series of completed actions in the past.

Examples:

- I finished work, walked to the beach, and found a nice place to swim

- He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10.00

- Did you add flour, pour in the milk, and then add the eggs?

- c. It is used to describe past facts or generalizations which are no longer true.

³⁵ Grain, Michael, 2006, *Communicative English*. <http://www.gifu-net.community/>, access on 25th of July, at 20.40

Examples:

- She was shy as a child, but now she is very out going.
- He didn't like tomatoes before
- Did you live in Texas when you were a kid?

d. It is also used for past habit

Examples:

- He played the piano
- She studied French when she was a child

The Simple past Tense is usually used with a time expression such as:

a. Yesterday

- Examples:
- She didn't come to my house *yesterday morning*
 - My father went to my uncle's house *yesterday afternoon*

b. Last

- Examples:
- His teacher didn't come *last week*
 - She bought her bag *last month*

c. In

- Examples:
- He was born *in 1978*
 - She taught physics *in 2006*

d. At

- Examples:
- She went to his house *at 7:30*
 - He arrived at home *at 7:00*

e. From...to...

Examples: She taught in our school *from 1998 to 2005*

f. When

Examples: - *When I was young*, I played Violin

- *When she was young*, she went to Singapore

4. Regular and Irregular Verb in Simple Past Tense

English verbs are divided into two classes; they are regular form irregular form. These classifications come from the way the verb forms, its simple past and past participle. Regular verbs have predictable past tense form, ie-d or – ed is added to the end of the base form.³⁶

Table 2.1

Examples of Regular Verb

Infinitives Form	Past Form
Work	Worked
Look	Looked
Cover	Covered
Apply	Applied
Join	Joined

Example: - Yesterday I worked in Jakarta.

- He looked at the picture.

- He applied a job in a Malaysian company.

³⁶ KamChuan and Kam Kai Hui, *Longman Dictionary of Grammar and Usage*, (Singapore: Addison Wesley Longman, Inc, 1999), 297.

Irregular verbs do not have past tense forms that can be predicted by rules:

Table 2.2

Examples of Irregular Verb

Infinitives Form	Past Form
Catch	Caught
Drink	Drank
Cut	Cut
Buy	Bought
Feel	Felt

- Example :
- He caught the fish in the river.
 - She drank ice tea last night.
 - They bought some foods in the market.

D. Error Analysis

1. Definition of Error Analysis

Error analysis is a methodology for dealing with which can be observed, analyzed, and classified to uncover and reveal the incidence, nature, causes, and consequences of unsuccessful language learning for the learners. Brown in Radiah explain that the 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.³⁷

³⁷ Radiah Hamid and Qayyimah, "An Error Analysis in The Use of Past Tense in Writing Recount Text at The Second Year Students of SMP Unismuh Makassar", 19.

Richards in Radiah said that errors is a result from incomplete learning and knowledge of learners about target language system. It means that error analysis may be carried out in order to find out how well someone learns a language; and to find out how well someone knows language; and also to obtain information on common difficulties in language learning. Thus, error analysis is the study and the analysis of the errors made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.³⁸

On the other hand, Hourani argued, "Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching".³⁹ It means that students' error gives information to the teacher for help them in improving the effectiveness of their teaching especially on writing.

Based on the explanation above, error analysis is a way to study the natural process, causes and consequence of the students' unsuccessful language learning. By doing error analysis, teachers can decide what treatment they should give to the students so that the students will be success on language learning and improves the effectiveness of teaching and learning.

³⁸ Ibid;

³⁹ Putri Mega, "An error Analysis on the Use of Past Tense in Narrative Text", 22.

2. The Important of Error Analysis

According to Dulay, Burt, and Krashen in Sujitra studying learners' error can have two major purposes are as follow:⁴⁰

- a. It provides data from inferences about the nature of the language learning process
- b. It indicates to teachers and curriculum developers which part of the target language students have the most difficulty producing correctly and which error types detract most from a learners' ability to communicate effectively.

Corder in Sujitra concluded that a learner's errors are significant in three differently ways as follow:⁴¹

- a. It is useful for teacher to know the learner's progress
- b. They can provide the researcher information on how the language is learned or acquired, and the strategies or procedures used in the learner's production
- c. It is a way for the learners to test hypotheses about the nature of the language by children acquiring their mother tongue and those learning a second language

3. Types of Error Analysis

According to Dulay et.al. errors can be classified into four kinds based

⁴⁰ Sujitra Yamput, "An error Analysis of the Use of Past Simple and Past Continuous Tense by First Year Students at Silpakorn University", (Thesis, Thammasat University, 2011), 12.

⁴¹ Ibid;

on surface strategy taxonomy, they are :⁴²

a. Error of Omission

Omission is a part of errors that usually the writer omitted or change the words. Dulay stated that omission are characterized by the absence of an item that must appear in a well-formed utterance. According to Sompong in Putri Mega learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one.⁴³

On the other hand, omission is a sentence where an element is omitted, actually it should be presented. Example : *I not go to school by bus yesterday.* It should be : *I did not go to school by bus yesterday.*⁴⁴

b. Error of Addition

In order words some elements are presented which should not be presented. Example : *We do study English three times in a week.* It should be : *We study English three times in a week.*

According to Dulay, "Addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well-

⁴² H. Dulay, M. Burt & S Krashen, *Language Two*, 154..

⁴³ Putri Mega, "An error Analysis on the Use of Past Tense in Narrative Text", 22.

⁴⁴ Radiah Hamid and Qayyimah, 19.

formed utterances”.⁴⁵ Moreover, addition has some categories. They are regularization, double marking, simple addition.

1) Regularization

Regularization is a part of addition that make an exception in writing paragraph. Moreover, the writer should be obey the rules that have been created by international law about using English language. According to Dulay, ”Regularization a rule typically applies to a class of linguistic item”⁴⁶. It means that regularization is a part of types errors that explained about using linguistic item like verb. Example: Bring as a verb1 and Brought as a verb2

2) Double Marking

According to Sompong in Putri Mega, defined as ‘failure to delete certain items which are required in some linguistic constructions but not in others. It means that the part of addition which change or make abbreviate the uttrances. For example: *she doesn’t read a book*.⁴⁷

3) Simple Addition

Simple addition is part of addition that has a different definition between regularization and double marking. In this part, simple addition is a part when the writer should be care the context of the

⁴⁵ H. Dulay, M. Burt & S Krashen, *Language Two*, 156.

⁴⁶ Ibid, 157.

⁴⁷ Putri Mega, “An error Analysis on the Use of Past Tense in Narrative Text”, 23.

sentences in writing paragraph. According Dulay, "simple addition is a part of errors type that if an addition error is not a double marking nor a regularization, it is called a simple addition". It means that simple addition is a element did not appear utterances.⁴⁸

c. Error of Misformation

According to Dulay, "Misformation errors are characterized by the use of the wrong of the morphemes or structure".⁴⁹ Moreover, according to Sompong in Putri Mega, "This category has relation with adverbials, interrogatives and adjectives".⁵⁰ It means that misformation is an element that focused on the sturctural sentences in students writing. Besides misformation is a part of errors that teacher found in writing paragaph of the students that using wrong structure in arrangement sentences.

Misformation also defined as the error of using one grammatical form in the place of another grammatical form. Example : *I doesn't know him*. It should be : *I don't know him*.⁵¹

There are three types of misformation namely regularization, arch form and alternating form :⁵²

⁴⁸ H. Dulay, M. Burt & S Krashen, *Language Two*, 158.

⁴⁹ Ibid;

⁵⁰ Putri Mega, "An error Analysis on the Use of Past Tense in Narrative Text", 24.

⁵¹ Radiah Hamid and Qayyimah, " An Error Analysis in The Use of Past Tense in Writing Recount Text at The Second Year Students of SMP Unismuh Makassar", 19.

⁵² H. Dulay, M. Burt & S Krashen, *Language Two*, 158-161.

a. Regularization errors

It is that all under the misformation category are those in which a regular marker is used in a place of an irregular one. For example: ruined for run or goose for geese.

b. Arch forms

The selection of one number of a class of forms to represents others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the students an arch-form.

For example: a learner may select one ember of the class of personal pronoun to function for several others in the class, me hungry, give me that!

c. Alternating forms

As the student's vocabulary and grammar grow, the use of arch forms often gives way to the apparently fairly free alternation of various members of a class with each other.

For example: this cats.

d. Error of Misordering

It is a sentence which its order is incorrect.. Example : *She not does come early to school*. It should be : *She doesn't come early to school*.

Based on Dulay Statement, this category is relatively uncontroversial.

The learners can select the right forms to use in the right context, but

they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives.⁵³

4. Sources of Error

Brown classified the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.⁵⁴

- a. *Interlingual transfer* is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
- b. *Intralingual transfer* is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
- c. *Context of Learning* is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.

⁵³ H. Dulay, M. Burt & S Krashen, *Language Two*, 162.

⁵⁴ H. Douglas Brown, *Principles of Language Learning and Teaching 5th Edition*, (New York: Pearson Education, Inc., 2007), 263-266.

- d. *Communication strategy* is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

5. Procedure in Error Analysis

Gass & Slinker identifies four steps followed in conducting an error analysis. They are identifying the errors, classifying the errors, quantifying the errors and analyzing source of error.⁵⁵

a. Collect data

This step done with written data, oral data can also serve as a base.

b. Identifying the errors

Process of identify and make list for every errors made by the students in the use of past tense in writing recount text. It is answer the question of what the error is, for example; incorrect sequence of tenses, wrong verb form, and singular verb form with singular subject, etc.

c. Classifying the errors

In this process, the researcher classified all errors made by the students into kinds of error in the use of past tense in writing recount text. For example; it can be classified by an error of agreement or is it an error in irregular verbs, etc.

⁵⁵ Susan M. Gass and Larry Selinker, *Second Language Acquisition: An Introductory Course: An Introductory Course 3rd Edition*, 103.

d. Quantify errors

This is the process of counted the result from the classification in kinds of error to know the dominant of error in the use of past tense in writing recount text made by the students. For example; it can answer the question of how many errors of agreement occur and how many irregular verb forms of errors occur, etc.

e. Analyzing source of errors

It used to correct every errors in the use of past tense in writing recount text made by the students then repaired into the correct sentences.

f. Remediate

Based on the kind and frequency of an error type, pedagogical intervention is carried out.

E. Previous Research Finding

The writer takes three previous studies related her research which the title is an analysis of students' error in writing recount text. The detail explanation is below.

The first previous study was written by Cholipah entitled “**An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)**”. This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text writing made by the second grade students of SMP Trimulia Jakarta. The method used in this study was a case study included as qualitative research.

The data was presented in descriptive analysis way and the procedure of Error Analysis used is according to Ellis and Barkhuizen theory. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors. The lowest-three errors are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors. Based on the total result types of errors, the writer found that the number of total source of errors are communication strategy has 428 or 51.14% source of errors, interlingual transfer has 295 or 35.24% source of errors, intralingual transfer has 94 or 11.23% source of errors, and context of learning has 20 or 2.39% source of errors.

The second pervious study was conducted by Putri Mega Susanti entitled **“An Error Analysis on The Use of Past Tense in Narrative Text”**. The purpose of this study is to analyze of student’s errors on the use of past tense in Narrative text based on the problem that students felt confused about using past tense in their writing especially Narrative text. The method of study is qualitative descriptive. The subject of study researcher chose 8 F class (2016/2017) in SMP Negeri 1 Candi, Sidoarjo. The result show that the reseacher found four types of errors : omission, addition, misformation, misodering. Then, the researcher found the highest error made by students is misformation with 52 % percentages. This problem influenced by student felt confused to understand simple past because they did not know the

meaning and differences between regular verb and irregular verb. Therefore, students claimed if they seldom to practice writing paragraph.

The third previous study was **“Students’ Errors in Using Simple Present Tense in Writing Descriptive Texts (The Case of The Eighth Year Students of SMP N 2 Brebes in The Academic Year of 2006/2007”** written by Ima Natria. This study is a study about students’ errors in using simple present tense in descriptive text made by the eighth year students of SMP N 2 Brebes. Almost students consider writing is the most difficult skill than others. Therefore, the students often make errors, and also when they use simple present tense in descriptive text. This study was conducted under the consideration that simple present tense plays an important role in writing a descriptive text. The problems of this study are what dominant errors in descriptive texts are made by the eighth year students of SMP N 2 Brebes and what possible causes of those errors are. the result of the analysis shows that there were 10 types of errors. They are omission of be, wrong form of be, double be, wrong use of singular and plural form, addition of be (before and after verb), omission of suffix -s/-es, wrong use of verb, wrong form of modal auxiliary, omission of verb, and wrong form of negative sentence. It is concluded that the dominant errors lies on the omission of suffix –s/-es from the verb of third person singular subjects in the students’ descriptive texts whose proportion of the errors is 24.65%.

CHAPTER III

RESEARCH FINDING

A. General Data Description

1. The History of SMP N 2 Ponorogo

In August 1960, the second junior high school (SMPN) in Ponorogo was known as SMP Negeri 2 Ponorogo. With the birth of this school Ponorogo people began to feel proud and put great hope in looking ahead especially in the field of education. Ponorogo residents become proud because in Ponorogo district has appeared the first school of second country after SMP Negeri 1 Ponorogo. The reason for the establishment of a second state secondary school is Ponorogo district government applying the 1945 Constitution article 31 paragraph 1 and 2. In addition the government saw the lack of quality education in Ponorogo so it becomes a whip for local governments to improve the quality of education in the district Ponorogo. Founder of SMP Negeri 2 Ponorogo is from the central government pioneered by the Ministry of Education and Culture proposed by the Department of Education and Culture of Ponorogo Regency.

2. Visions and Missions of SMP N 2 Ponorogo

a. Vision

Virtuous noble character, smart, cultured environment based on faith and god-fearing

b. Missions

- 1) Developing the appreciation and practice of religious teachings professed
- 2) Getting used to the courtesy with all the citizens of the school
- 3) Growing the love and pride of Indonesia
- 4) Creating a conducive learning climate
- 5) Improving education service system
- 6) Developing an environment-based curriculum
- 7) Developing a clean and healthy environment

3. Geographical Location of SMP N 2 Ponorogo

SMP Negeri 2 Ponorogo is located at Jln. Jenderal Basuki Rachmad 44, Surodikraman Village, Ponorogo Sub district, Ponorogo Regency.

North : Kodim 0802 Ponorogo

South : Jalan Sembodro

East : Jalan Jenderal Basuki Rachmad

West : Housing population

4. Organization Structure of SMP N 2 Ponorogo

Organization structure is formed in running vision, mission and goals of education at SMP N 2 Ponorogo. Then, the organization structure of the school can be seen as follow:

Table 3.1
Organization Structure of SMP N 2 Ponorogo

		Nama	Jenis Kela-min		Usia	Pend Akhir	Masa Kerja
			L	P			
1.	Kepala Sekolah	Sutarjo, S.Pd. M.Pd.	√		55	S.2	34 Th
2.	Wakil Kepala Sekolah	Sri Purwaningsih, S.Pd.		√	56	S.1	32 Th
3.	Wakil Kepala Sekolah	Sri Handayani, S.Pd.		√	48	S.1	22 Th
4.	Wakil Kepala Sekolah	Titik Supriyati, S.Pd.		√	54	S.1	33 Th

B. Specific Data Description

This study was aimed at finding out errors on recount text made by the eighth grade students of SMP N 2 Ponorogo. Based on the research done in April 2018 in SMP N 2 Ponorogo, the researcher used the eighth grade students as a population. The researcher only took one class out of ten classes. The class taken as sample was 8A which consisted of 31 students, but the researcher just had 28 students because 3 students were absent.

The data were collected by means of a test. The test was in the form of essay. Each student had to make a written recount text. After students did the test, the researcher analyzed their work. The following is the result of the data description.

Table 3.2

The specific data description of errors in using simple past tense

Students	Identification	Classification of Error	Correction
Students 1	<ul style="list-style-type: none"> - Last week, I was told my mother to made a cake. - Apperantly, I took not the sugar and replaced it with salt. - I saw the cake is perfect. - Then, I gave the cake to the mother to tasted it again and she said the cake was delicious. 	<ul style="list-style-type: none"> - Misformation - Misformation, omission and misordering - Misformation - Misformation 	<ul style="list-style-type: none"> - Last week, I was told to my mother to make a cake. - Apperantly, I did not take the sugar but replaced it with salt. - I saw the cake was perfect. - Then, I gave the cake to my mother to taste it again and she said the cake was delicious.
Students 2	<ul style="list-style-type: none"> - I wached TV and my brother was slept. 	<ul style="list-style-type: none"> - Omission and addition 	<ul style="list-style-type: none"> - I watched TV and my brother slept. - My mother cooked

	<ul style="list-style-type: none"> - My mother was cooked in the kichen. - The story began when my neighbor fried a fish then gas tube remove a fire - Looked at it my neighbor shook. 	<ul style="list-style-type: none"> - Addition - Misformation - Misformation 	<p>in the kitchen.</p> <ul style="list-style-type: none"> - The story began when my neighbor fried a fish then gas tube remove a fire - Looked at it my neighbor shocked.
Student 3	<ul style="list-style-type: none"> - There are many people selling food and I also bought food - I also meet my old friend. - He lead me to go arround the lake - I think it was late afternoon so I invited my dad to go home - And I say goodbye Sarangan 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation - Misformation - Misformation 	<ul style="list-style-type: none"> - There were many people sold food and I also bought food. - I also met my old friend. - He led me to go arround the lake. - I thought it was late afternoon so I invited my dad to go home - And I said goodbye Sarangan
Student 4	<ul style="list-style-type: none"> - When I was child, I 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - When I was child,

	<p>learned rode bicycle</p> <ul style="list-style-type: none"> - I asked my father to saw from far. - My clothes are dirty and I cried 	<ul style="list-style-type: none"> - Misformation - Misformation 	<p>I learned to ride bicycle</p> <ul style="list-style-type: none"> - I asked my father to see from far. - My clothes were dirty and I cried
Student 5	<ul style="list-style-type: none"> - I tried to found food materials to cooked and I found chicken in the refrigerator - I tried to cooked it for lunch and dinner - Finally, be simple food but good enough to ate with my family for dinner later - At night my mother and my father was came from worked - I feel happy because they like it 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation - Addition - Misformation 	<ul style="list-style-type: none"> - I tried to find food materials to cook and I found chicken in the refrigerator. - I tried to cook it for lunch and dinner - Finally, be simple food but good enough to eat with my family for dinner later - At night my mother and my father came from worked - I felt happy because they like it
Student 6	<ul style="list-style-type: none"> - We will caught fish 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - We would catch fish
Student 7	<ul style="list-style-type: none"> - The title of the 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - The title of the

	<p>movie is Danur 2: Maddah.</p> <ul style="list-style-type: none"> - When the movie has begun, my heart started beat fast and my legs become cold of course there ^ an air conditioner - The ghost has a creepy face with a big smile and tall. - The ghost is a girl and she came from Netherlands. - There is a funny scene in the movie that is when the mom is dhikr by shaked her head and the ghost is followed in front of her, everyone laughs. - Sometimes I cover my face with my veil. - My friend is also 	<ul style="list-style-type: none"> - Misformation and omission - Misformation - Misformation - Misformation and addition - Misformation - Misformation 	<p>movie was Danur 2: Maddah.</p> <ul style="list-style-type: none"> - When the movie was begun, my heart started beat fast and my legs become cold of course there was an air conditioner. - The ghost had a creepy face with a big smile and tall. - The ghost was a girl and she came from Netherlands. - There was a funny scene in the movie that was when the mom dhikr by shake her head and the ghost followed in front of her, everyone laughs. - Sometimes I covered my face with my veil. - My friend was also
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	scared and she did the same thing with me.		scared and she did the same thing with me.
Student 8	<ul style="list-style-type: none"> - One the night of ramadhan after terawih prayed. Me and my friends go to the café. - We all kidding until at night. - When we are run home. I feel and there was a wound on my leg - We wake up the people for sahur. - This time is very fun, all my friends are very tired, they sit and relax, but I stood still. I already feel thirsty and my friends wet me with river water. - I blow my shirt to dry quickly. - This time my friend 	<ul style="list-style-type: none"> - Misformation - Misformation - Addition and Misformation - Misformation - Misformation, omission and Misordering - Misformation - Misformation 	<ul style="list-style-type: none"> - One the night of ramadhan after terawih prayed, I and my friends went to the café. - We all joked until at night. - When we ran home, I felt there was a wound on my leg. . - We woke up the people for sahur. - This time was very fun, all my friends are very tired, they sat and relaxed, but I still stood up. I already felt thirsty and my friends wetted me with river water. - I blew my shirt to dry quickly. - At this time my

	<p>hide for drinked ice tea, but he cought father.</p>		<p>friend hid for drink ice tea, but he caught by their father.</p>
Student 9	<ul style="list-style-type: none"> - Last Sunday, my father and I go to the river for fishing - But there be one incident that make me have to walk. - Than my dad is look for a workshop. - Because the weather be so hot. - I buy mix ice, and I drink it right away. - It turn out my father's motorcycle tires hit by nails - But it can still be fixed - Eventually my 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation and addition - Misformation - Misformation - Misformation - Misformation - Misformation and misordering - Misformation 	<ul style="list-style-type: none"> - Last Sunday, my father and I went to the river for fishing - But there was an incident that made me have to walk. - Then my dad looked for a workshop. - Because the weather was so hot. - I bought mix ice, and I drank it right away. - It turned out my father's motorcycle tires hit by nails. - But it still could be fixed - Eventually my

	<p>father and I go fishing and go home with lots of fish.</p> <p>- My mother is very happy.</p>	- Misformation	<p>father and I went fishing and went home with lots of fish.</p> <p>- My mother was very happy.</p>
Student 10	<p>- Me and my friends chose to the beach because there [^] very nice scenery.</p> <p>- To went to the beach, I paid Rp20.000,- after I go to short chat and left them.</p> <p>- After I was happy to have fun I went have, after arriving home I clean and then slept.</p> <p>- I waked up in the morning.</p>	<p>- Omission</p> <p>- Misformation</p> <p>- Misformation and addition</p> <p>- Misformation</p>	<p>- My friends and I chose to the beach because there was very nice scenery.</p> <p>- To went to the beach, I paid Rp20.000,- after that I went to talk shortly and left them.</p> <p>- After I was happy to have fun I went home, after arrived home I went to sleep.</p> <p>- I woke up in the morning.</p>
Student 11	<p>- So, me and my sister to fill spare time tried made a brownies cake.</p> <p>- Then we start</p>	<p>- Misformation</p> <p>- Misformation</p>	<p>- So, me and my sister to fill spare time tried make a brownies cake.</p> <p>- Then we started to</p>

	making it in the kitchen.		make it in the kitchen.
Student 12	<ul style="list-style-type: none"> - Last week, I and my family go to lake Ngebel. - We just go there to fill the holiday time. - After walking around, we were looking eat. - After that, it turn to the bakery to take order. - Finally, we go home and arrive safely. 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation - Misformation - Misformation 	<ul style="list-style-type: none"> - Last week, my family and I went to Ngebel lake. - We just went there to spent holiday time. - After walked around, we looked for eat. - After that, it turned to the bakery to take order. - Finally, we went home and arrived safely.
Student 13	<ul style="list-style-type: none"> - There is a gost, my brother was surprised by his accidentally hit him. - Because the gost there are fake. 	<ul style="list-style-type: none"> - Misformation - Misformation 	<ul style="list-style-type: none"> - There was a ghost, my brother was surprised by his accidentally hit him. - Because the ghost was fake.
Student 14	<ul style="list-style-type: none"> - My friends and I happy heard that thing. 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - My friends and I was happy to hear that

	<ul style="list-style-type: none"> - We tour direction in Yogyakarta is to Borobudur temple, Dirgantara Museum, Taman Pintar, last to Malioboro and drove a bus. - After that, we continue to Dirgantara Museum and Taman Pintar. - After visited to Taman Pintar, we experience the resent full that must to wolked away and wait long in front of the church because the bus park away and trouble to found. - Finally, the bus can to found and we straight go to Malioboro. - In Malioboro is very crowded 	<ul style="list-style-type: none"> - Misformation - Misformation - Omission and Misformation - Misformation - Misformation 	<ul style="list-style-type: none"> - We took a direction in Borobudur temple, Dirgantara Museum, Taman Pintar, and the last was Malioboro. - After that, we continued to Dirgantara Museum and Taman Pintar. - After visited to Taman Pintar, we had experience of the resentful that must to walk away and waiting for a long in front of the church because the bus parked away and trouble to find - Finally, the bus could to find and we went to Malioboro directly - Malioboro was very crowded
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	because many traded that sold accecorries, t-shirt, souvenir and I bought t-shirts and accecories.		because many sellers that sold accecorries, t-shirt, souvenir and I bought t-shirts and accecories.
Student 15	<ul style="list-style-type: none"> - We shock and went back few steps - We keep silent and tried to went down the stair, but we still felt it - Finally, we ran fast because we was very frightened - We didn't knew what was it - So we tried to forgot and continued our studied. 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation - Misformation and misordering - Misformation 	<ul style="list-style-type: none"> - We shocked and went back few steps - We kept silent and tried to go down the stair, but we still felt it - Finally, we ran fast because we were very frightened - We didn't know what it was - So we tried to forget it and continued our study
Student 16	<ul style="list-style-type: none"> - When we arrived there, mother ordered me to kept my younger brother. 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - When we arrived there, mother ordered me to keep my younger brother

	<ul style="list-style-type: none"> - Result I'm talked to my sister. - My family and I paniced, so we brought a younger brother to the clinic. - I apologize and promise will not do it again. 	<ul style="list-style-type: none"> - Addition - Omission and Misformation - Misformation 	<ul style="list-style-type: none"> - Then I talked to my sister. - My family and I were panic, so we brought a younger brother to the clinic - I apologized and promised that I would not do it again.
Student 17	<ul style="list-style-type: none"> - We are pass the highway - Because, I don't see the stone, suddenly our motorcycle slips and fell - With a panic I try stood and help my sister - There are others who help us and gave us a drank - When we arrive at home, my mother took us to the 	<ul style="list-style-type: none"> - Addition and misformation - Misformation - Misformation - Misformation - Misformation 	<ul style="list-style-type: none"> - We passed the highway - Because, I did not see the stone, suddenly our motorcycle slips and fell - With a panic I tried stood and helped my sister - There were other person who helped us and gave us a drink - When we arrived at home, my mother took us to

	clinic. - After that, mother take's us back home and order us went to bed from slept.	- Addition and misformation	the clinic. - After that, mother took us back home and ordered us to go to the bed.
Student 18	- I don't knew what it's meant	- Misformation and misordering	- I did not know what the mean was
Student 19	- I really enjoy to atmosphere in the Teleng Ria beach - Although we had been visited there several time, this holiday is happier - I spend time with my big family.	- Misformation - Misformation - Misformation	- I really enjoyed the atmosphere in the Teleng Ria beach - Although we had been visited there several time, this holiday was happier - I spent time with my big family.
Student 20	- When I was a kid, I buy a snack in the store - After I in the store. I choose a snack and I bring this snack to home - When I on the way	- Misformation - Misformation - Misformation	- When I was a kid, I bought a snack in the store - In the store, I chose a snack and I brought this snack to home - On the way, I rode

	<p>to the home I ride bicycle with my eyes close.</p> <ul style="list-style-type: none"> - When I eyes opened I see in front there is a river - Suddenly I fall to the river, my head hit stone - After that I stand up and raise my bicycle - I feel pain in my head and feet - After that I go home. 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation - Misformation - Misformation 	<p>bicycle with close eyes</p> <ul style="list-style-type: none"> - When my eyes opened, I saw there was a river in front of me - Suddenly I fell to the river and my head hit stone. - After that I stood up and raised my bicycle - I felt pain in my head and feet - After that I went home.
Student 21	<ul style="list-style-type: none"> - I, brother, and my mother ate fried warm and drink tea warm, and also we got beautiful scenery - We are in lake color, no need to walked for to enjoy it 	<ul style="list-style-type: none"> - Misformation - Misformation 	<ul style="list-style-type: none"> - My brother, my mother and I ate fried rice and drank warm tea, and also we got beautiful scenery - We were in color lake, did not need to walk for enjoyed it
Student 22	<ul style="list-style-type: none"> - Finally, we arrived 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - Finally, we arrived

	home at 04.00 p.m. and it was my experience that would not forgot.		home at 04.00 p.m. and it was my experience that would not be forgotten
Student 23	<ul style="list-style-type: none"> - One year ago, I am joined in the organizer event farewell concert, which is held Junior High School Two Ponorogo - We work together to think about the concept of the event, make arrangement event, and choose the artist - There is all our energy and mind is need - After a few months we prepare, arrive the expect time 	<ul style="list-style-type: none"> - Addition and Misformation - Misformation - Misformation - Omission and Misformation 	<ul style="list-style-type: none"> - One year ago, I joined in the event organizer of farewell concert which was held by Junior High School Two Ponorogo - We worked together to think about the concept of the event, made event arrangement, and chose the artist - Many energy and mind was needed - After a few months we had preparation, arrived at the expect time

	<ul style="list-style-type: none"> - All the commite come at 06.00 am, and immediately prepare for the event - Istantly ballon drop and smoke trun on, it was a moment of our success - So that moment I will not forget. 	<ul style="list-style-type: none"> - Misformation - Misformation and omission - Misformation 	<ul style="list-style-type: none"> - All the committees came at 06.00 am, and immediately prepared for the event - Instantly the balloon dropped and the smoke was turned on, it was a moment of our success - That moment would not be forgotten
Student 24	<ul style="list-style-type: none"> - I am very happy when invited on vacation - When I am tired my parents call me and my brother to ate - I ate and drinked refreshing orange juice. 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation 	<ul style="list-style-type: none"> - I was very happy when invited on vacation - When I was tired my parents called me and my brother to eat - I ate and drank refreshing orange juice
Student 25	<ul style="list-style-type: none"> - When I am a kid, I get surprise new bike from my dad 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - When I was a kid, I got surprise a new bike from my dad

	<ul style="list-style-type: none"> - I am very happy because my old bike is broke - I play my bike in my home garden - I ride it with my heart, while look my parents - Shortly after, I can to ride my bike - One day, for the first time I go to ride my bike on the highway - Proudly, I use my bike at high speed to ride my bike on the highway - I am surprise and finally I fall of the bike, because the bike not balanced - At home, my mother prepare the medicine to clean my wound 	<ul style="list-style-type: none"> - Misformation - Misformation - Misformation - Misformation - Misformation - Misformation and omission - Misformation 	<ul style="list-style-type: none"> - I was very happy because my old bike was broken - I played my bike in my home garden - I rode it with my heart, while looked at my parents - Shortly after, I could ride my bike - One day, for the first time I went to ride my bike on the highway - Proudly, I used my bike at high speed to ride my bike on the highway - I was surprised and finally I fell of the bike, because the bike did not balanced - At home, my mother prepared the medicine to clean my wound
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	<ul style="list-style-type: none"> - I have a learn to be more careful when ride a bicycle. 	<ul style="list-style-type: none"> - Misformation 	<ul style="list-style-type: none"> - I had a learning to be more careful when ride a bicycle
Student 26	<ul style="list-style-type: none"> - I went visited my uncle house - In my uncle house I drinked ice tea. 	<ul style="list-style-type: none"> - Misformation - Misformation 	<ul style="list-style-type: none"> - I went to visit my uncle's house - In my uncle's house I drank ice tea.
Student 27	<ul style="list-style-type: none"> - I have prepared everything before going to Yogyakarta - While we are drived, we can see beautiful scenery - There, I see many tourists - Borobudur temple is crowded when vacation time arrives. 	<ul style="list-style-type: none"> - Misformation - Addition and Misformation - Misformation - Misformation 	<ul style="list-style-type: none"> - I had preparation before going to Yogyakarta - While we drove, we could see beautiful scenery - There, I saw many tourists - Borobudur temple was crowded when vacation time arrives.
Student 28	<ul style="list-style-type: none"> - It was around 11 a.m and arrive at 1 p.m. - Than we check in hotel and quickly rest. 	<ul style="list-style-type: none"> - Misformation - Misformation and misordering 	<ul style="list-style-type: none"> - It was around 11 a.m and arrived there at 1 p.m. - Then we checked in hotel and took a rest quickly

	- The next day we triped to Merapi mountain we were rode a jeep car, and I sat between Syafiq and uncle.	- Addition	- The next day we tripped to Merapi, we rode a jeep car, and I sat between Syafiq and uncle.
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Table 3.3
The Total of the Students' Kinds of Error

Student	Kinds of Error				Total
	Omission	Addition	Misformation	Misordering	
1	1		4	1	6
2	1	2	2		5
3			5		5
4			3		3
5		1	4		5
6			1		1
7	1	2	7		10
8	1	1	7	1	10
9		1	9	1	11
10	1	1	3		5
11			2		2
12			5		5
13			2		2
14			6		7
15			5	1	6
16	1	1	3		5
17		2	6		8
18			1	1	2
19			3		3

20			8		8
21			2		2
22			1		1
23	2	1	7		10
24			3		3
25	1		10		11
26			2		2
27		1	4		5
28		1	2	1	4
Total	10	14	117	6	
Total (N)					147

Table 3.4

The Percentage of the Students; Kinds of Errors.

Kinds of Errors	Total of Error	Percentage
Error of Omission	10	6,8 %
Error of Addition	14	9,5 %
Misformation	117	79,6 %
Misordering	6	4,1%
Total	147	100%

CHAPTER IV

DISCUSSION

As stated in previous chapter, the data sources of this study is the students' writing of recount text. This study revealed that the students committed many kinds of errors in the use of simple past tense in their written of recount text. It caused the students did not really understand about the manner of writing in English, especially in the use of past tense. However, in constructing the sentences, the students already using their existing knowledge in writing English.

A. The Kinds of Errors in the Use of Simple Past Tense in Writing Recount Text.

The first step to analyze the errors, the researcher identified all errors made by the students in the use of simple past tense in their writing of recount text. Second, the researcher identified the students' errors in the use of simple past tense in their writing of recount text. After that, the researcher classified all errors into kinds of errors based on Dulay's theory. The last, the researcher found the dominant of error based on the result from classification of the students' errors in the use of simple past tense in writing recount text. Then, the frequency and percentage of errors is presented in order to ease readers understand the data.

1. Identifying the Students' Error.

The result of identifying students' error showed that there are 145 errors made by class 8A of the Eighth Grade Students at SMP N 2 Ponorogo. In analyzing the data, the researcher identified the students' errors. After identifying the students errors, the researcher found 145 errors of the students in the use of simple past tense in writing recount text based on the result of the data from this research. Those identification is used to find out the kinds of errors which made by class 8A of the Eighth Grade Students at SMP N 2 Ponorogo.

2. Classifying the Students' Error

In this section, the researcher classified total numbers of errors that the researcher found by the students writing of recount text. The researcher classified the errors in use of simple past tense based on the Dulay's Theory. There are four kind of errors, omission, addition, misformation and misordering.

a) Error of Omission

There are some example of error found in the student's writing:

- "...there an air conditioner."

The student missed to put a verb *was* in that sentence, so it should be

"....*there was an air conditioner.*

- "My friends and I chose to the beach because there very nice scenery."

In the sentence above, the student omitted to be *was* after the word *there*, so it should be “..... *because there **was** very nice scenery.*”

- “.....we **experience** the resentful.....”

The sentence above is incorrect because the word *experience* is noun, not verb, so the student must take the word *had* after the subject. It should be: “.....we ***had experience*** of the resentful....”

a) Error of Addition

There are some examples of error in addition:

- “When we **are** run home,”

The sentence above is incorrect because the student added to be *are* after the subject. It should be “*When we ran home,*”

- “.....we **were** rode a jeep car and.....”

The student added to be *were* after the subject. There is no to be before action verb, so it should be “.....*we rode a jeep car and.....*”

- “My mother **was** cooked in the kitchen.”

There is to be before action verb, so it is incorrect sentence. It should be “*My mother cooked in the kitchen.*”

b) Misformation

The example of students’ error in misformation are the following:

- “There, I also **meet** my old friend”

The student used infinitive form to tell the activities in the past, so it

is incorrect form. The student must use the past form / V₂ to tell their activities or experience in the past. It should be “*There, I also **met** my old friend*”

- “I **feel** and there was a wound on my leg”

The student used incorrect form of V₂. The word *feel* is Irregular verb, so the form V₂ is *felt*. It should be “*I **felt** there was a wound on my leg.*”

- “Sometimes, I **cover** my face with my veil”

The word *cover* is the form of infinitive, and in the recount text we should use the form of past tense. The past form of *cover* is *covered* because it is Regular verb. It should be “Sometimes, I **covered** my face with my veil”

c) Misordering

The researcher found 6 errors in word order from the student’s writing test, some of them are:

- “We did not knew what **was it**”

The sentence above is incorrect because the student used the form of interrogative to express the statement. If the student wants to change interrogative sentence into positive sentence, they should take to be after noun. It should be “*We did not know what **it was***”

- “.....but I **stood still**”

The student wrote incorrect word order. The student took verb before the word still. It should be “.....*but I still stood up*”

- “Apperantly, I **took not** the sugar and replaced it with salt.”

The student used incorrect word order of *took not*. The form of negative sentence in simple past tense is S + did not + V₁, so it should be “*Apperantly, I **did not take** the sugar but*”

3. The Causes of Students’ Error in The Use of Simple Past Tense in Writing Recount Text

Based on the description of data above, the researcher would like to analyze the data by presenting the sources of students’ errors. She analyzes the students’ sources of error according to Brown *et al* theory. Brown divides the sources of error into four categories. They are interlingual transfer, intralingual transfer, context of learning and communication strategy.

a) Communicative Strategy

The students made a strategy to comprehend the material easily. They try to explore a way in delivering their intended message in writing based on their version. Unfortunately, their strategy leads them to produce the error. Sometimes, the students’ written text was not relevant with their idea.

For example, in the sentence “.....,they sit and relax, but I stood still”, the students wrote incorrect word order but the meaning still can be comprehended. It should be “.....,they sat and relaxed, but I still stood up”.

b) Interlingual transfer

Interlingual transfer occurred when the students are influenced by the first language in using the target language. It's commonly happened for the foreign learners when they learn second language or foreign language, the interference of first language involved in language learning process.

For example in the sentence *Apperantly, I took not the sugar and replaced it with salt*”. In Indonesian language has different formation of noun from English. It can be seen by his/her word order which it is the word order in Indonesian language rule. It should be “*Apperantly, I did not take the sugar but replaced it with salt*”.

c) Intralingual transfer

When students who learnt a rule of target language but they haven't mastered it yet and they applied it in the new rule, it is called intralingual transfer. Therefore the students had incorrect sentence structure because they generalized one rule to others.

For example in the sentence “*Result, I am talked to my sister*”,

it should be “*Then, I talked to my sister*”. The student generalized that the word *I* must be followed by *am*.

d) Context of Learning

Context of learning can be caused by the teacher, textbook material, or the student itself. Sometimes, the teacher mislead explanation improperly contextualized based on the textbook when he/she explains the pattern in the classroom or the textbook itself gives hardly comprehensible explanation for the students, and may be the students have misperception of teacher’s explanation from the materials given that leads them to make the error.

For example in the sentence “*My mother was cooked in the kitchen*”, it should be “*my mother cooked in the kitchen*”. The student used to be before action verb in simple past tense. It can be caused in teaching learning process the teacher not explain about the difference of active and passive sentence so that the students have a lack comprehension about active and passive sentence.

B. The Interpretation of Data

The result shows the errors made by the students in writing recount text are *misformation* which has 117 or 79,6 % error, *error of addition* has 14 errors or 9,5 %, *error of omission* has 10 errors or 6,8 %, *misordering*. has 6 errors or 4,1%. The sources of errors identified in this study are *communication strategy*, *interlingual transfer*, *intralingual transfer*, and *context of learning*.

CHAPTER V

CLOSING

A. Conclusion

1. The types of students error in the use of simple past tense are misinformation which has 117 or 79,6 % error, error of addition has 14 errors or 9,5 %, error of omission has 10 errors or 6,8 %, misordering. has 6 errors or 4,1%.
2. The cause of errors in the use of simple past tense are *communication strategy, interlingual transfer, intralingual transfer, and context of learning.*

B. Suggestion

After the writer carried out the research, she would like to give some suggestion related to this result of research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

- 1) The teacher should have teach the students to make a very simple past tense sentence with the complex ones.
- 2) The teacher should give the complex in how to make simple statements in simple past tense.
- 3) Writing has some rules and text types. Therefore the teacher should simplify the explanation without less the substance of material given.
- 4) The teacher should give feedback toward the students' writing and communicating their progress in writing.

- 5) Writing is a skill which needs a process and practice. Therefore, the students should practice writing started from the simplest one such as writing a daily activity or writing their past experience like recount text.



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