

**AN ANALYSIS OF STUDENTS' ERROR IN USING
PAST TENSE IN WRITING RECOUNT TEXT**

(A Case Study of Eight Grade Students of Junior High School at SMP N 1
Godong)

a final project
submitted in partial fulfillment of requirements
for the degree of *Sarjana Pendidikan*
in English

by
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2020**

DECLARATION OF ORIGINALITY

I, Tri Ayu Wilis Ananda hereby declare that this final project entitled *An Analysis of Students' Error in Using Simple Past Tense in Writing Recount Text (A Case Study of Eight Grade Junior High School at SMP N 1 Godong)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is also given.

Semarang, 22 December 2020



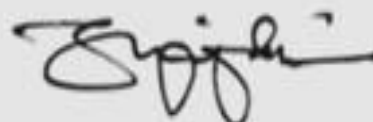
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APPROVAL

This final project has been approved by the Board of Examination of the English Department, Faculty of Languages and Arts, Universitas Negeri Semarang on 22 December 2020

Board of Examiners

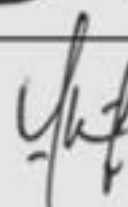
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MOTTO AND DEDICATION

Where there is a will, there is a way

- *Pauline Kael*

For my dad, mom and husband

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First of all, I would like to express my highest gratitude to Allah SWT for the endless blessing and mercy for every single thing in my life. *Sholawat* and *salam* always for our prophet Muhammad S.A.W who has lead us from the darkness into the brightness era of Islam. I would really like to thank Ms Intan Permata Hapsari, S.Pd, M.Pd., and Ms Galuh Kirana Dwi Areni, S.S., M.Pd., my advisors, who have been really cooperative in giving me valuable and continuous guidance and encouragement as well in making and completing this final project.

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ABSTRACT

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Keywords: error analysis, past tense, recount text.

This study is a qualitative study that investigates errors, especially past tense. It was focused on the errors made by students of SMP N 1 Godong writing in their Recount Text

The total of 21 eighth-grade students of SMP N 1 Godong became the subject of this study. The object of this study was errors in using past tense that occurred in their recount texts. The data were identified based on the procedure of data analysis by Corder (1981). The result of this study were misinformation took up to 79.5% in the first test and raised up to 98.5% in the second test. The second one was omission that took up to 20.5% in the first test and raised up to 1.5% in the second test. Addition got 0% of error and misordering also got 0%. Misinformation caused the highest error because the interference of the learners' mother tongue. In Indonesian, there is no difference or change in the verb form in different moments i.e. the verbs for present and past are in the same form.

TABLE OF CONTENTS

Declaration of Originality	ii
Approval	iii
Motto and Dedication.....	iv
Acknowledgement.....	v
Abstract	vi
Table of Contents	vii
Chapter	
I. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	4
1.3 Research Questions	4
1.4 Purpose of the Study	5
1.5 Significance of the Study	5
1.6 Limitation of the Study	5
1.7 Outline of the Report.....	6
II. REVIEW OF THE RELATED LITERATURE	7
2.1 Review of Previous Study.....	7
2.2 Theoretical Background	11

2.2.1 Writing	12
2.2.2 Genre/Types of Text	13
2.2.3 Recount Text	14
2.2.4 Grammar	17
2.2.5 Error	28
2.2.6 Mistake	29
2.2.7 Difference between of Error and Mistake	29
2.2.8 Error Analysis	32
2.2.9 Source of Error	45
2.3 Theoretical Framework	48
III. METHOD OF INVESTIGATIONS	51
3.1 Subject of the Study	51
3.1.1 Population	52
3.1.2 Sample	52
3.2 Object of the Study	52
3.3 The Role of Researcher	53
3.4 Type of Data	53
3.5 Procedure of Collecting Data	53
3.6 Procedure of Analysing Data	56
3.7 Validity	60
3.8 Interrater Reliability	63

IV. RESULTS AND DISCUSSIONS.....	64
4.1 General Description	64
4.2 Results.....	64
4.3 Discussions.....	69
V. CONCLUSION AND SUGGESTIONS.....	74
5.1 Conclusions	74
5.2 Suggestions	75
References	76
Appendices.....	81

List of Appendix

Appendix 1 OUTLINE OF THE RESEARCH INSTRUMENT

Appendix 2 ANALYSIS OF ERRORS IN TASK 1 AND 2

Appendix 3 SURAT IJIN PENELITIAN

CHAPTER I

INTRODUCTION

Chapter one presents an introduction of the study. It includes background of the study, reasons for choosing the topic, research questions, purposes of the study, significances of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

English is used as an international means of communication (Wiratno, 2003). It means mastering English is important. Indonesian students from elementary, junior high school, and senior high school learn English. However, the result of English teaching in Indonesian schools has not succeeded yet. Based on the 2006 Standard of Content, English teaching in junior high schools covers four skills, namely listening, speaking, reading, and writing. Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

In eight grade of junior high school, writing has some kinds of text. Based on the curriculum 2013 of Junior High School (curriculum: 2013), there are three types of text which are taught in the eighth grade students of junior high school. They are descriptive, recount, and narrative. In this study I will focus on recount text. Recount text is taught twice in Junior High School (curriculum: 2013). This text is first introduced in the first semester. Then, it is taught again in the second semester. In this curriculum, the students are expected to be able to develop their

communicative competence/skill either in a spoken or written form due to the fact that the curriculum is not based on a certain theme. Therefore, students can explore their interest or unforgettable experiences they have already had them in writing recount text. Due to the events, they have already gone through smoothly, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. Recount text is to retell past events. In recount text, students retell by using the sequence of events or experiences which they have got in the past tense. In fact, most of them consider writing as a burden because of some reasons related to the use of proper lexical and grammatical rules. Therefore, I decide to choose recount text as students' writing activity in this research.

The language features of recount text are simple past tense and past progressive tense. It means that the students are expected to be able to write their past experiences by learning recount. Besides the process of writing that the students should follow, also they are required to learn spelling and grammar because they are related to the correct use of words in sentences. There are some different components between the two languages, Indonesian and English that cause learning problems. It also happens when they use simple past tense and past progressive tense in recount text. The rules of grammar, as the dictionary suggests are about how words change and how they are put together into sentences. For example, our knowledge of grammar tells us that the word "walk" changes to "walked" in the past tense. We need to learn grammar to know how texts work, so we can explicitly help learners learn how to understand and produce written texts

in various contexts for various purposes. Especially we should know the grammar used in recount text, I.e., simple past tense. Simple past tense indicates that an activity or situation begins and ends at a particular time in the past. Verb has two forms, there are regular and irregular.

In learning recount texts, students are asked to write their experiences in past events by using target language. In this case the target language is English. They must learn hard to master English. One of the difficulties having by students is translating their ideas using target language. It is because English has different grammar. Therefore, through recount text I would like to find out the students' problems in using past tense. I use Error Analysis to investigate the students' problem.

Error Analysis (EA) is used as a tool to investigate how learners acquire a second language (L2). Second Language Acquisition (SLA) is defined as the way people learn language other than their mother tongue. Mother tongue is first language which is exposed by environment and people around us. (Ellis, 2003, p. 15),

In this case the first language is Indonesian language and the foreign or second language is English. Therefore, English becomes the new language that learners learn. Unfortunately, the position of English as foreign language in Indonesia may become the main factor why the students face difficulties to deliver their idea. The students often make errors or mistakes in their writing. Therefore, I use error analysis to detect the students' errors in writing heir recount texts.

Based on the case, I make a research to find out the students' writing error in using past tense in recount text because the result of the analysis would give some contributions in attempting to decrease errors done by the students in

learning English. I choose a title “An Analysis of Students’ Error in Using Past Tense in Writing Recount Text of Eight Grade of SMP N 1 Godong in Academic Year 2020/2021” for my study.

1.2 Reasons for Choosing the Topic

Based on the background of the study above, I choose the topic how to analyze the students’ errors of eight grade of SMP N 1 Godong in using past tense in their written recount texts. English as first foreign language in Indonesia may become the main factor way the students face the difficulties in delivering their ideas. One of the difficulties they may have is delivering their ideas in writing using English that has different tenses. Therefore, I decide to choose past tense as a language feature of recount text. It means that I focus to analyze the use of past tense in students’ recount texts. There are simple past tense and past progressive tense. I will find types of errors and count the percentage of the most frequent or dominant type of errors made by the students’ in their recount texts. This study may help the English teachers as well as the students in improving the teaching and learning process.

1.3 Research Questions

The problems of the research are:

- (1) What types of errors in using past tense found in students’ writing of SMP N 1 Godong writing recount texts?
- (2) What is the most dominant error in using Past Tense found in the students’ writing of recount texts?

1.4 Purposes of the Study

The purposes of the research are:

- (1) To analyze types of errors found in the students' writing in recount text.
- (2) To find out the most dominant error in using Past Tense found in the students' writing of recount texts.

1.5 Significances of the Study

Based on the objectives of the study, I hope that the result of this study will be useful for students, teachers and researchers.

- (1) For students

The students will know their writing errors in using past tense in recount texts so that they can improve their writing skill.

- (2) For teachers

The teachers will find out the types of students' errors in using past tense in writing recount text, so they will know the lack of their students and know how to improve their students' writing skill.

- (3) For researchers

This study can be one of additional references to conduct a study related to an analysis of student's errors in using past tense in writing recount text.

1.6 Limitation of the Study

This study is limited to analyze types of errors and to count the percentage of errors to show the most dominant type of error in using simple past tense in recount texts made by the eighth-grade students of SMP N 1 Godong in the academic year 2020/2021.

1.7 Outline of the Study

This study is divided into five chapters. Chapter one is introduction which consists of background of the study, reasons for choosing the topic, research questions, purposes of study, significances of the study, limitation of the study, and outline of the report.

Chapter two represents the review of related literature of previous studies, theoretical background, and framework of the present study.

Chapter three discusses about the methods of investigation which include object of the study, roles of the researcher, types of data, procedures of collecting the data, procedures of analyzing the data, and verifications.

Chapter four discusses about result of the study. I will describe and elaborate the result of collecting data and explain the analysis of data.

Chapter five presents conclusions and suggestions. This chapter will explain the conclusions of the result I get in final project and suggestions for the improvement of teaching and learning grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of the Previous Studies

An analysis of students' error in using past tense in writing recount text is not new idea in a final project. There are some previous studies that have been conducted found in journals and final projects. In my final project, I use some of them as my references.

The journal by Ansyar, Muhtar, and Suharyadi (2015) entitled Errors in Using Simple Past Tense in Recount Texts Written by the Eight Grades of SMP LAB UM is used as my reference. Their study used descriptive quantitative approach and showed most dominant errors to improve the student's ability in using simple past tense in recount text. They were classified 11 types of errors in dealing with the use of simple past tense. There are: (1) omission of *to be*, (2) wrong form of *to be*, (3) wrong form of infinitive *to*, (4) addition of *to be* (before/after), (5) wrong form of verb, (6) wrong form of modal auxiliary, (7) omission of verb, (8) wrong form of negative sentence, (9) wrong form of question sentence, (10) omission of subject pronoun, (11) wrong use of subject pronoun. Out of the 11 types of errors, 3 of them are identified as the dominant errors, namely, omission of *to be*, wrong form of *to be*, and wrong form of verb.

Similarity, the journal by Amanah, Raja, and Sudirman (2015) entitled Simple Past Tense Errors in Recount-Text made by Third Grade Students of SMAN 1 Pringsewu. They used four steps to analyze the errors, there are a)

collecting the data, b) identifying the errors, c) classifying the errors onto errors types, and d) giving statement of relative frequency of errors types. The analysis based on surface strategy taxonomy, were classified into omission, addition, misordering and misinformation. The purposes of this research were to find out the types of errors and the percentages of error made by the students of third grade students of SMAN 1 Pringsewu in order to minimize the students' error, the analysis to make the teacher easier to evaluate the weakness or progress of the students' ability in recount text writing.

Other journal written by Fadzilyna (2013) entitled Error in Using Past Tense made by Eight Graders of MTsN Model Trenggalek is also taken as my previous study. Her research is aimed to describe the errors in using past tense made by eight graders of MTsN Model Trenggalek in writing recount texts. The instruments used for this research were writing tasks, an observation checklist, and interview guide. The data were collected through the students' writing tasks. She used Surface Strategy Taxonomy by Dulay et. al. (1982) to analyze the types of errors. The errors classified into their types: omission, addition, misordering, and misinformation. In this step, she also predicted the possible causes of error that the students made. She used Richards's (1974) concepts on error analysis to analyze the possible causes of errors. The causes were first analyzed and categorized into over generalization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesis, and then analyzed the possible causes of error. Her research focused on analysis of the use of past tense to make

the teacher inform the students improve the students' ability in writing recount text.

Meanwhile other journal taken is written by Sitepu and Pulungan (2014) entitled *An Error Analysis of Regular and Irregular Verbs in Writing Recount, Narrative, Procedure and Descriptive Text by The Tenth Grade Students at SMA Negeri 2 Tanjungbalai* is also taken as my previous study. This research used descriptive qualitative design to describe the regular verb and irregular verb errors by students.

On other hand, journal written by Harris, Ansyar and Radjab (2014) entitled *An Analysis of Students' Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau* is also taken as my previous study. This research used quantitative approach. Through this approach, the researcher did a research at grade X of SMA N 1 Sungai Limau with the result that the student's writing ability in recount text at the tenth grade of SMA N 1 Sungai Limau is low. It is based on the analysis of all of difficulties are dealing with the language features of recount text. It was found that students did many mistakes in using simple past tense, action verb, linking verb, and pronoun.

The journal written by Luthfiyati, Latief, and Suharmanto (2015) entitled *Mistakes in Writing Narrative Texts Made by the Students of Senior High School* is also taken as my previous study. This study tried to find out the kinds of errors in element of narrative writing by the students of Senior High School 2 Lamongan. The students' errors were classified based on moral value, content, organization, grammar, and vocabulary. This study was comparing the errors that

occur in compositions of written narrative text by grade X, XI and XII. This research used quantitative descriptive design, using simple quantification or called cross-section survey.

Final project written by Cholipah (2014) entitled *An Analysis of Students' Error in Writing Recount Text (A Case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan)* is also taken as my previous study. The objective of her research was to analyze empirical evidence of students' grammatical errors in second grade of SMP Trimulia in their recount text writing and the sources of errors made by the students in their recount text writing. The result of the research was the second grade students of SMP Trimulia Jakarta Selatan still made many errors in recount text writing. The most common types of errors made by the students are *capitalization, word choice* and *verb tense*. The sources of errors identified in this study are *communication strategy, Interlingual transfer, intralingual transfer and context of learning*.

Other study conducted by Ningsih (2014) entitled *An Error Analysis on the Students' Writing of Recount Text (The Case of the Eighth Grade Students of SMP Negeri 16 Surakarta in Academic Year 2013/2014)* is used as my reference too. The objective of her research was to analyze the students' errors. The researcher follows some steps which include the identification of error, the description of error, and the explanation of error. She used surface strategy taxonomy to sort the type of errors yielded by the students from their recount text compositions. The results of this research are: (1) there are four types of errors yielded by the students which are addition, omission, misformation, and

misordering, (2) the highest percentage of type of errors is misinformation error with the percentage of 55.10%; (3) there are two causes of errors found from the students' composition which are interlingual error with the percentage of 58.49% and intralingual error with the percentage of 41.51%.

The similarity between the previous studies and this study is found in the context in analyzing the type's error in using past tense. Based on the reason above, I would like to choose the title "An Analysis of Students' Error in Using Simple Past Tense in Writing Recount Text (A Case Study of Eight grade Junior High School at SMP N 1 Godong) as my study. Meanwhile, the difference between the studies is found in the object of the study. The object of the present study is focused on the students of eight grade in SMP N 1 Godong in the academic year 2020/2021. The study is conducted in one class of eight grade in SMP N 1 Godong in the academic 2020/2021. I will try to analyze the types of errors and count the percentages to find the most dominant type of students' error of eight grade of SMP N 1 Godong in writing using past tense in their written recount text.

2.2 Theoretical Background

In order to sharpen the theoretical framework of this research, this chapter is devoted to review some relevant theories and studies concerning with the review of references on writing, genre, recount text, and grammar (simple past tense and past progressive tense).

2.2.1 Writing

Written language is one of the best media of communication in education because people can express their ideas or convey the messages that will be received accurately by the readers. But to make readable text, it is not easy, it also requires some particular aspects such as when they produce letters, words, phrases, clauses, sentence, then arrange them into good paragraphs, people also need to think hard and to extend their knowledge to get good writing. To know more about writing this chapter will discuss about writing.

According Rogers (2005:2), “Writing is the use of graphic marks to represent specific linguistics utterance. The purpose of a definition is to distinguish a term from other things which are understood what writing is, it is helpful to investigate some similar things which are not writing according to our definition”. While Brown (2001:336) states, “Writing is a process of thinking”.

When the writing skill is taught in the classroom, the students are expected to be able to write in English using a correct structure. Structure or grammar is one of the basic components of language which must learn. This idea is supported by Nunan (2003:88) which also explains that writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. It is because writing is a process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good sentences and paragraph that have meaning. Writing text is the ability of the students to arrange

the idea from one paragraph to others and make efforts to connect the idea coherently so that it is meaningful.

According to some theories above, it can be started that writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. Besides the process of writing that the students should follow, also they are required to learn spelling and grammar because they are relating to the correct use of words in a sentence. In order to write well, students then are intended to be capable to write based on the rules or convention of writing.

2.2.2 Genre/Types of Text

Martin (1984:25) describes genre as “a staged, goal-orientated, and purposeful social activity that people engage in as members of their culture”. A genre (Swales, 1990:58) is defined as “a class of communicative events, the members of which share some set of communicative purposes”. In term of the language and linguistics, genre is a communication event in which the members have a set of communication goal. By referring two statements above, it can be said that genre is a process of communication which has a certain goal (goal oriented) for its members in a certain event of communication due to certain social context. Genre is a matter of communication event by social context.

Meanwhile Pardiyono (2016: iv) states that genre called, or types of text are as follows:

- Descriptive is to describe what an object is like.
- Procedure is to tell the procedures, to tell the steps, to accomplish a job.
- Recount is to retell past event.

- Narrative is to narrate a story of a problematic event in order to arouse readers' emotion, to make them to think, to get a lesson of moral value.
- Report is to define, to describe, to give example, to classify, to tell more about an object, phenomenon, event etc., in order to transfer knowledge, etc.
- Explanation is to explain how a phenomenon or an event forms or occurs, to explain the process of a formation or an occurrence.
- Exposition is to expose arguments for opinions in response to a problem or event in order to judge or to persuade.
- Discussion is to discuss an issue in two points of view; to show the strength and the weakness; to describe the positive point and negative points.

In addition, a genre can be defined as a culturally specific text-type which results from using language, especially in written to help accomplish something. Students of secondary school need to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive and Report Text. Therefore, the text type that I focus on in this study is recount text.

2.2.3 Recount Text

Based on the curriculum of Junior High School (KTSP: 2006), there are three types of text which are taught in the eighth-grade students of junior high school. They are descriptive, recount, and narrative. In this study I will focus on recount text.

2.2.3.1 Definition Recount Text

Recount text is one kind of type of text in genre. Genre has two types; there are story genres and factual genres. Recount text is story genre. According to

Derewianka (1990:14), “Recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience.” Meanwhile Gerot and Wignel (1994:194) state, “Recount is retelling past events in order to inform or entertain about what and when it happened.”

2.2.3.2 Social Function

Pardiyono (2016:5) states that the purposes of recount text are to recount, to retell past events. Therefore, the purpose is to retell past event. The social function of recount text is to retell events for the purpose of informing or entertaining.

Meanwhile Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence.

Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such as next, after, when then, after, before, first, at the same time. It describes events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

2.2.3.3 Schematic Structure

According to Gerot and Wignel (1994:194), the generic structure of recount text is orientation, events and re-orientation. Similarly, Pardiyono (2016:13) states that

the generic structures of recount text are orientation, sequence of events or activities. It means recount text consists of orientation and events.

In addition, the generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where the students write about the things that happened and are identified and described in chronological order. A recount describes events, so plenty of use is made of verbs (action words), and of adverb (describe or add more detail to verb). It describes the events word which link event such as next, later, when, then, after, before first. The conclusion is that recount text expresses a personal opinion regarding the events described.

2.2.3.4 Language Features

The language features focus on individual participants, use of past tense, focus on a temporal sequence of events and use of material (or action) clauses (Hartono, 2005:7). The lexico grammatical features of recount focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence. The circumstances of time and place are such as last night, yesterday, last holiday, etc. Temporal sequences are such as next, later, when, then, after, before first. In other hand, according to Gerrot and Wignel (1994:194) “Language features of recount text focus on specific participant, use of material processes (action verb), circumstances of place and time, use past tense, and focus on temporal sequence”. Hardy and Klarwein (1990:4) add that language features

of recount text are using personal recount, use emotive to describe the events, use action verb and mental verb and use past tense. It can be stated that writers will use action verb in past form in writing recount text. Therefore based on some theories, there are the language features of recount text:

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using linking verb; was, were etc.
- Using action verb; look, go, change, etc.
- Using simple past tense and past progressive tense.

2.2.4 Grammar

Based on the 2006 Standard of Content, English teaching in junior high schools covers four skills, namely listening, speaking, reading, and writing. Among the basic skills, writing is considered to be the most complicated skill because in writing the writer should be able to combine and express his/her opinions in good written forms. In writing, the writer should not neglect the language components (structure, vocabulary, and spelling) because the content of writing can only be understood if those language components are written in correct forms. Structure or grammar is one of the basic components of language which must learn.

2.2.4.1 Definition of Grammar

Grammar and language cannot be separated, if one can write a language, she/ he must know the grammar of the language because grammar is a part of language. It is clear that grammar is very important and very useful; grammar is a word order that is used to make a sentence. Furthermore, a learner of a certain language

should understand the elements of grammar. Grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Gerot and Wignell (1994: 2) state that grammar is a theory of a language, of how language is put together and how it works. Therefore, grammar is the study of classes of words, their inflections and their functions and relations in the sentence of a language.

However, 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 be mostly because 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 the like. 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. There are many topics of grammar that cannot be ignored. On the other hand, we need a theory of grammar or language which helps us understand how text works. As teachers we need to know how text works, so we can explicitly help learners learn how to understand and produce text-spoken and written in various context for various purposes.

Having known the definition of grammar, it is hard to be understood why grammar is useful and important. Without knowing the grammar of a language, one cannot be said have learned the language. In other hand, it seems impossible to learn language without learning the grammar because it tells them to use the language. People learn how to arrange the sentence to construct a good idea based on the rules they have known and try to tell the idea to readers. These are called as grammar.

Moreover, 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. There are many topics of grammar that cannot be ignored. They are articles, parts of speech, modal auxiliaries, tenses, etc. However, there is part of the grammar that is considered to be the most difficult to learn for the Indonesian students, namely, tenses. This grammar is a description of the rules that govern how language's sentences are formed.

In other word, grammar is a structure in linguistics that has functions to organize the sentence well. According to Azar (1989:6-7), there are 12 kinds of tenses. They are (1) simple present tense, (2) present continuous tense, (3) present perfect tense, (4) present perfect continuous tense, (5) past tense, (6) past continuous tense, (7) past perfect tense, (8) past perfect continuous, (9) future tense, (10) future continuous tense, (11) future perfect tense, (12) future perfect continuous tense. Every kind of tenses has their own functions.

2.2.4.2 Simple Past Tense

Recount text gives information or something to retell in past event. The characteristics to retell in past event use verb past form. Past tense is used to describe actions that took place in the past and no longer exist in the present. It does not convey the same sense of continuity or relevance as the present perfect tense. Thus, past tense is important for those who want to talk about the past which has nothing to do with the future. Frank (1972:49) states, "Simple past tense represents definite time, it refers to events that were completed before the statement is made. It is often accompanied by such expression of definite as yesterday, last year, two years ago, etc. Azar (1989:24) defines that simple past tense indicates that an activity or situation began and ended at a particular time in the past.

For examples:

- It *snowed yesterday*.

-I *watched television last night*.

It is often accompanied by such expression of definite past as yesterday, last year, two years ago, etc. Simple past tense is formed with the past form of verb which may be either regular, by adding -d or -ed to infinitive form or irregular which must be learned and memorized in each case. Irregular' verb does not need suffix -d or -ed, to form a past verb.

	Formulas	Examples of Simple Past Tense
Affirmative (+)	S + Verb-2 (past tense)	The teacher came.
	S + be (was/were)	I was a stamp collector.
Negative (-)	S + did + not + bare infinitive	The teacher didn't come.
	S + be (was/were) + not	I wasn't a stamp collector.
Interrogative (?)	Did + S + bare infinitive	Did the teacher come?
	be (was/were) + S?	Was I a stamp collector?

Pardiyono (2002:98) states that verb is divided into two groups; a regular verb and an irregular verb. In regular verb, the verb changes regularly in the past tense form or the past participle. Such as, it is added by suffix-ed to the base form of verb. The irregular verbs do not have the form of fixed and do not change regularly. The irregular verbs have to be memorized because the changes are not permanent.

There are some forms of simple past tense. According to Thomson and Martinet (1986: 116) state:

(1) Be as an auxiliary verb:

Affirmative	Negative	Interrogative
I was	I was not/wasn't	Was I?
You were	You were not/weren't	Were you?
He/She/It was	He/She/It was not/wasn't	Was he/she/it?
We were	We were not/weren't	Were we?

They were	They were not/weren't	Were they?
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(2) Regular verb

(a) The simple past tense in regular verbs is formed by adding **ed** to the infinitive:

Infinitive : to work

Simple past : worked

(b) Verbs ending in **e** add **d** only:

Infinitive : to love

Simple past : loved

(c) The same form is used for all persons:

Example:

I worked

You worked

He worked, etc.

(d) The negative of regular and irregular verbs is formed with **did not (didn't)** and the infinitive:

I did not/ didn't work

You did not/ didn't work

(e) The interrogative of regular and irregular verbs is formed with **did + subject +infinitive:**

Example:

Did I work?

Did you work?

(f) Negative interrogative

Example: Did you not/ didn't you work?

(3) Irregular verb

These verbs vary considerably in their simple past form:

Infinitive : to eat, to leave, to see, to speak

Simple past : ate, left, saw, spoke

The simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense.

2.2.4.2.1 Time Signal

There are time signals used in simple past tense, as follows:

Just now	Last Monday
This morning	Last week/month/year
Yesterday	Three days ago
The day before yesterday	A few weeks ago
Last night	Many years ago, etc.

2.2.4.2 Uses of Simple Past Tense

According to Walker and Elsworth (2000:37), the uses of simple past tense are:

(1) Completed actions

To talk about events and actions in the past that is now finished. The past simple refers to the complete event. The time or approximate time that the event took place is stated or is understood from the context. It may be in the very recent past.

Examples:

Your mother **phoned** a few minutes ago.

Who **opened** this window?

Or it may be in the more distant past:

I never **learnt** to swim as a child.

(2) Past habit or regular event

To talk about a regular, repeated or habitual event:

Examples:

He **went out** for a meal every evening on holiday.

He **got up** at 7 o'clock every morning to go to work.

Or a past habit or situation of some duration:

He **worked** for most of his life.

He **worked** there for twenty years.

(3) Past situation at a point in time

With stative verbs, to talk about a situation that existed at a certain time in the past.

Examples:

In 1950, there were fewer than 50 million cars in use around the world.

At the time, I had a poorly-paid job in the local shop.

2.2.4.3 Past Progressive Tense

The most common use of the **past continuous** tense is to talk about something that was happening around a particular time in the past. The **past continuous tense** is used to talk about actions and situations that were in progress at a

particular point of time in the past. When we use the past continuous tense, we usually also state when that particular activity was in progress. The Action was in progress at a special time in the past two actions were happening at the same time (the actions do not influence each other). The past continuous is formed from the past tense of *be* with the *-ing* form of the verb.s

S + was/were + Verb 1 (ing) +

- Affirmative (+): S + be (was/were) + V1-ing/present participle
- Negative (-): S + be (was/were) + not + V1-ing/present participle
- Interrogative (?): be (was/were) + S + V1-ing/present participle?

Active voice:

I, he, she, it : Was + Verb1 -ing

You, we, they : Were + Verb1 -ing

Passive voice:

I, he she, it : was being + Verb1 -ed

You, we, they : were being + Verb1 -ed

According to Frank (1972:72-73), the past progressive form emphasizes the duration of one past event that has a possible beginning and ending. The progressive form is required for a past action in progress which is suddenly or unexpectedly interrupted by another past action.

Example:

- When I arrived at the inn, the guests were already sitting down to dinner.

The past progressive form may express duration of an event at one point in the past.

Example:

- At eleven o'clock last night I was sleeping soundly.

The progressive form is required for a past action in progress which is suddenly or unexpectedly interrupted by another past action.

The implication is that the action in progress is uncompleted (at least momentarily because of the interruption).

Examples:

When

- I was crossing the street **when** I saw an accident.
- She was doing her homework **when** the telephone rang.
- She was just (or already) **when** a late dinner guest arrived clearing the table.

While

- **While** I was crossing the street, I saw an accident.

As

- **As** she was doing her homework, the telephone rang.

The examples above that act in progress may be placed in the main clause or in the time clause. Sometimes **when** is used with the act in progress rather than **while** or **as**.

Examples:

When I was crossing the street, I saw an accident.

Further that with an accompanying intensifier **just** or **already**, the act in progress may be placed only in the clause.

In sentences referring to two past acts that are in progress simultaneously, the past progressive form may occur with both of the actions in progress, with only one, or neither.

Examples:

- He was watching television **while** his wife was washing the dishes.
- He was watching television **while** his wife washed the dishes.
- He watched television **while** his wife washing the dishes.
- He watched television **while** his wife washed the dishes.

According to Beare (2017), the time expressions *after*, *before* and *when* are used to indicate when something happens in the past, present or future. In other hand, past progressive is also used to retell in past even but still happened. For example, he *was sleeping* when I arrived (Azar, 1989:3). It means the activity was happening in the past.

According to Azar (1989:24), there are some examples of past progressive:

- While, I was walking down the street, it began to rain.

In other words, both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred.

- At eight o'clock last night, I was studying.

It was in progress at that time and probably continued.

- While I was studying in one room of our apartment, my roommate was having a party in the other room.

Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.

- It rained this morning.
- It was raining this morning.

In some cases, the simple past and past progressive give almost the same meaning.

2.2.5 Error

'Errors' are an important key word in this study, which tends to be used interchangeably with 'slips' and 'mistakes'. It is crucial to define 'errors', at the very beginning, and distinguish 'errors' from 'slips' and 'mistakes'. Errors are both an ancient activity and at the same time a comparatively new one. Corder (1981:51) states, "Error analysis is a deviation from the realization rules of the target language in derivation of his sentences, that is, the rules what he/she has broken, substitutes and disregarded. The error is categorized as a psycholinguistic problem because error is the reason why he has broken, disregarded or ignored the rules of the target language." Errors made by learners in language production serve as evidence that indicates the development of linguistic competence. In this case, Corder (1981:51) indicates the errors arise because there has not been enough effort on the part of the learner or enough explanation or practice on the part of teacher. Dulay et. al. (1982: 138) state, "People cannot learn without first systematically committing errors". By making errors, students know the correct one, and those errors can motivate students to learn. In learning process, the students still made errors and mistakes, so it is important to analyze their errors and diagnose the difficulty of the study in the classroom.

2.2.6 Mistake

Brown (1993: 205) differentiates between mistakes and errors. A mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown in the process of production. Corder (1967:161-169) adds that the mistakes are a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-corrected. Mistakes are caused by memory lapses, by physical as well as psychological conditions, such as tiredness or strong emotion. According (Brown, 1980:165) A mistake refers to a performance error that is either random or a slip of tongue, it is failure to utilize a known system correctly.

2.2.7 Difference between of Error and Mistake

Error is reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. In other hand, mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows (Ellis, 2003:17). Errors can be described into different categories. The first one is based on Corder's theory (1973) where he classified errors in terms of the difference between the learners' utterance and the reconstructed version.

Further Brown distinguishes between *Mistake* and *Error*. He explains, "A mistake refers to a performance error that is either a random guess or a slip", in

that it is a failure to utilize a known system correctly.” All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. It means that *Error* reveals the learner’s knowledge of the target language, while *Mistake* is the learner’s temporary impediment or imperfection in process of utilizing the language.

Corder in Larsen-Freeman and Long (1991:59) give more explanation about *Error* and *Mistake*. Corder made a distinction between a mistake and an error, i.e.: Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self- corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules.

It can be concluded that *Mistake* is related to the students’ quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language’s rule when they focus on. *Error*

is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it cannot be self-corrected. The previous explanation can be summarized in the following table.

Table 2.1

The Distinction between Error and Mistake

Mistake	Error
Related to the students' quality performance.	Related to the students' deficiency competence.
Reflected the students' temporary impediment or imperfection when utilizing the target language.	Reflected the students' understanding or competence in the target language.
Inconsistent deviation.	Consistent deviation.
Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc.	Caused by learners who have not mastered yet the L2 rules.
Can be self-corrected when students pay attention.	Cannot be self-corrected because the students do not know the correct of the L2 rules.

In learning English, it is common that students make mistakes or errors both in spoken or written form. Mistakes and errors are two different things in

Error Analysis. Mistakes are related with the students' performance. It usually made when the students are lacking of attention, fatigue, carelessness, or some other aspects of performance. As for errors, they are related with the students' competence. It deals with the students' use of linguistic item in a way that fluency or native speaker of the language regards it as showing faulty or incomplete learning. Mistakes in any way could be corrected by the students, whereas for errors happened the other way around. Students could not correct their own errors because their competencies have not reached the level that has to be reached. A mistake refers to performance of error that is a random guessing or slip. Mistakes are caused by hesitation, slips of the tongue. The learner, who makes mistakes, will sometime use one form and sometime the others. This shows an inconsistency. Errors could be identified when the students made such constant mistakes in their spoken or written language.

2.2.8 Error Analysis

These do not mean sign of failure, making errors can be regarded as an essential part of learning process. However, errors must not be neglected. In relation to the learner's errors arise study known as 'error analyses'. Error Analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself. Error analysis emphasizes the significance of learners' errors in second language. It is important to note here that interferences from the learner's mother tongue is not only reason for committing errors in his target language. EA is carried out in four consecutive stages as stated by Ellis (1994:48). Ellis

(1997:15) states that we have seen that the main way of investigating L2 acquisition is by collecting and describing samples of learner language. There are three sights:

The first sight is errors and error analysis, the description may focus on the kinds of errors learners make and how these errors change over time. It seems rather odd to focus on what learners get wrong rather than on what they get right. There are the steps in analyzing learners' errors: identifying errors, describing errors, explaining errors, and error evaluation.

The second sight is development patterns to identify developmental patterns by describing the stages in the acquisition of particular grammatical features such a past tense. We can also explore the universality of L2 acquisition by examining the developmental patterns as follows: The early stages of L2 acquisition, the order of acquisition, sequence of acquisition and some implications

The third sight is variability in learner language to examine the variability found in learner language. Ellis (2003:25) distinguishes three types of error according to their systematic:

(a) Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.

(b) Systematic errors occur when the learner has discovered a rule but it is the wrong one.

(c) Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake)

Classification of Errors

Dulay et. al (1982: 145-146) propose error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to underlie cause or source. The taxonomies are linguistic category, surface strategy, comparative, and communicative effect. Then, they are called as descriptive taxonomies.

(1) Linguistic Category Taxonomy

The linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error effect. Constituents include the elements that comprise each language component. For example, within syntax, one may ask whether the error is in the main or subordinate clause; and within the clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjectives, and so forth.

(2) Surface Strategy Taxonomy

It highlights the way surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them, e.g. omission of major constituents (i.e. nouns, verbs, adjectives, adverbs) and omission of grammatical morphemes (i.e. noun and verb inflection, articles, verb auxiliaries, and preposition), addition of morpheme - ed as in verbs *readed* and *cutted*, misformation of a regular marker is supplied in place of irregular verb *drink* becomes *drinked*, and misordering of sentence *What Auntyis doing?*

(3) Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. For example, if one were to use a comparative taxonomy to classify the errors of Indonesian student learning English, one might compare the structure of the student's errors to that of errors reported for children acquiring English as first language.

(4) Communicative Effect Taxonomy

While the surface strategy taxonomy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the prospective of their effect on the listener or reader. For instance, a sentence: English study the students. This sentence is wrong ordered and may cause incomprehensible to the listener or reader. It concerns on distinguishing between errors that seem to cause miscommunication and those that do not. Then, this taxonomy classifies errors into global errors and local errors as classified by Burt and Kiparsky. From the perspective of descriptive taxonomies, error analysis is an analytical tool, as is the specification of transitional constructions, the computation of acquisitions orders and the delineation of special utterance types. It was inspired by the generative linguistics movement of the sixties which focused on the creative aspects of language learning. This focus has helped to raise the status of errors from unwanted forms to the relatively important status of indicators of learning and guides to teaching

(Dulay et. al.,(1982: 145, 197). The result of the analysis will aware to the teachers or syllabus designers on what should be improved.

Based on the statement above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching- learning process not only involve both, teacher and students, but also the material itself. If the students have many problems in learning process, it is the teachers' duty to help and guide them as someone who has the most roles in teaching - learning process.

In this research, I use *surface strategy taxonomy* to analyze the students' error, regarding that the errors in using grammar are closely related to the students' ability in composing written recount text. In addition in order to see the stage on which the students commonly produce errors in the process of language learning, I also classify the errors based on the *developmental category*. Therefore, *surface strategy taxonomy* and *developmental category* are described further below.

2.2.8.1 Concept of Surface Strategy Taxonomy

Dulay et.al. (1982: 150) state that surface strategy taxonomy highlight the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. Analyzing errors from a surface strategy taxonomy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but

of interim principles to produce a new language. In addition, Krashen (1982: 138-139) identifies that most errors that are committed by language learners are omitting grammatical morphemes, double marking, using archiforms, misordering, and regularizing rules. These errors belong to the Surface Strategy Taxonomy, namely, omission, addition, misformation, and misordering, defined as follow:

2.2.8.2 Types of Errors Based on the Surface Strategy Taxonomy

This category highlights the way surface structures are altered. Analyzing errors from this taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language. This also gives us consideration that students' errors are not the result of laziness or sloppy thinking but are based on some logics, as the result of the learners' use of interim principles to produce a new language (Dulay et.al, 1982: 154-162). Those types of errors which belong to surface strategy taxonomy are (1) omission, (2) addition, (3) misformation, and (4) misordering.

(1) Omission

Dulay et.al. (1982: 154) state that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For instance:

- (Erroneous): I not angry with you.

(Correct): I *was* not angry with you.

(The *italic* and **bold** word is omitted in which should appear in well-formed utterance. It is the verb *am* or *was* that should have come after the subject).

In recount text, most errors are found in the formation of simple past tense, e.g.

- (Erroneous): Betty *cook* in the kitchen yesterday.

(Correct): Betty **cooked** in the kitchen yesterday.

(The *italic* and **bold** word is omitted in which should appear in well-formed utterance. There has omission of *ed* that should have been the suffix for *cook*).

Furthermore, Dulay et.al. (1982: 155) state that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition.

As the examples above, language learners omit grammatical morphemes much more frequently than content words. Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance.

(2) Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance.

It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature.

For instance: (In Past Tense)

- (Erroneous): Betty did not went there yesterday.

(Correct): Betty did not *go* there yesterday.

(There has double marking of Verb 2. In recount text, most errors are found in the formation of simple past tense).

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

- (Erroneous): Mey *camed* to her mother house 2 months ago.

There has regularization of regular past.

(Correct): Mey *came* to her mother house 2 months ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is neither a double marking nor regularization.

For instance, in the sentence:

- (Erroneous): I *can played* the game

There has simple addition of verb one after modal.

(Correct): I *can play* the game.

(3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Dulay et. al. (1982:158) mention that there are three types of misformation errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for **run**, *hisself* for *himself* or *gooses* for **geese**.

For instance, in these following sentences:

- (Erroneous): He *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode*

(Correct): He **rode** his motorcycle.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function.

For instance, in this following sentence:

- (Erroneous): These pencils are mine

This is not appropriate for plural, the appropriate one is:

(Correct): **These** pencils are mine.

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apparently fairly free alternation of various members of class with each other.

For instance, look at these sentences below:

- (Erroneous): I *written* a letter yesterday

The form of the verb *written* is wrong, the correct one is *wrote*.

(Correct): I *wrote* a letter yesterday

(4) Substitution

It is a sentence which one aspect or a word it is substituted by another.

For instance, look at these sentences below:

- (Erroneous): He is *a high* boy.

The form of the verb *a high* is wrong, whether noun is used for adjective, the correct one is tall.

(Correct): He is *tall* boy.

(5) Misordering

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

For instance, look at these sentences below:

- (Erroneous): I did not know why *was she sad*

The placement to be *was* is wrong.

(Correct): I did not know why *she was sad*

According to Ellis (2003:15-20), the procedure for analyzing errors includes four steps, there are:

(a) Identifying Errors

To identify errors we have to compare the sentences learners produce with what seem to be normal or 'correct' sentences in the target language which correspond with them. Sometimes this is fairly straightforward. For example Jean says:

A man and a little boy *was* watching him

It is difficult to see that the correct sentence should be:

A man and a little boy *were* watching him.

(b) Describing Errors

Once all the errors have been identified, they can be described and classified into types. There are:

- Omission: leaving out an item that is required for an utterance to be considered grammatical.
- Misinformation: using one grammatical form in place of another grammatical form.
- Misordering: putting the words in an utterance in the wrong order.

The most common general error type is misinformation, for example the use of 'was watching' instead of 'were watching'. All past tense errors are also misinformation errors.

(c) Explaining Errors

The identification and description of errors are preliminaries to the much more interesting task trying to explain why they occur.

(d) Error Evaluation

Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. In **global errors**, violate the overall structure of a sentence and for this reason may make it difficult to process. Jean, for example, says;

The policeman was in this corner whistle . . .

It is difficult to understand because the basic structure of the sentence is wrong. Other error, **local errors** affect only a single constituent in the sentence (for example, the verb) and are, perhaps, less likely to create any processing problems.

According to Corder (1974) in Ellis (1994:48), there are many steps in error analysis research: (a) *Collection of a sample of learner language*. The starting point in error analysis is deciding what samples of learner language to use for the analysis and how to collect three samples. There are three board types of error analysis according to the size of the sample: (1) A massive sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population, (2) A specific sample consists of one sample of language use collected from a limited number of learners, and (3) An incidental sample involves only one sample of language use produced by a single learner. Clearly an error analysis based on a massive sample is a major undertaking and it is not surprising that most published error analysis have employed specific or incidental samples. (b) *Identification of errors*. Once a corpus of learner language has been collected,

the errors in the corpus have to be identified. It is necessary to decide, therefore, what constitutes an ‘error’ and to establish a procedure for recognizing one. An error can be defined as a deviation from the norms of the target language. An error takes place when the deviation arises as a result of lack of knowledge.

(c) *Description of errors.* The description of learner errors involves a comparison of the learner’s idiosyncratic utterances with a reconstruction of those utterances in the target language. (d) *Explanation of errors.* Explanation error is concerned with establishing the source of the error—accounting for why it was made. This stage is the most important for SLA research as it involves an attempt to establish the processes responsible for L2 acquisition. (e) *Evaluation of errors.* Whereas all the preceding stages of error analysis have involved an examination of errors from the point of view of the learner who makes them, error evaluation involves a consideration of the effect that errors have on the person(s) addressed. This effect can be gauged either in terms of the addressee’s comprehension of the learner’s meaning or in terms of the addressee’s affective response to the errors.

Based on some statements, in analyzing errors it includes 5 steps, as follows:

(a) Collecting data

The researcher collects the student’s writing in using past tense in recount text.

(b) Identification of error

The researcher finds and underlines the student’s writing error.

(c) Description of error

This step is decided into some types, they are:

- Omission
- Addition
- Misordering
- Misinformation

(d) Explaining of error

This step explains the kind of errors' description

- Omission: verb, morpheme –s, morpheme –‘s, preposition, linking verb, pronoun, infinitive, article, noun, adverb.
- Addition: preposition, article, pronoun, morpheme –‘s, linking verb.
- Misordering: phrase.
- Misinformation: verb, appropriate words, preposition, modal, linking verb, pronoun.

(e) Evaluating of error

In this step the researcher counts the students' error in writing recount text into percentages and tabulates the data to make easier in explaining the result of research.

2.2.9 Source of Error

Richards (1973: 124) states, “The sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the interlanguage errors. And the

errors caused by the interference of the learners' mother tongue are called the interlanguage errors."

According to Brown (2000: 224), "The students' error in writing are influenced by two major causes; interlingual and intralingual transfer." He states that interlingual transfer is a significant source of error for all learners. He explains that interlanguage is learner language, which emphasizes the separateness of a second language learners' system. He also defines interlingual as a system that has a structurally intermediate status between the native and target language. Interlingual is when the students of foreign language make structure deviation by the effect of their mother tongue. In other words, it is called language transfer. The difficulties occur because the features of source language and target language are different. The second cause that can cause students' difficulties and errors in writing is intralingual transfer (Brown, 2000: 224). Intralingual derives when the students make ungrammatical structure since they do not have enough knowledge of their target language. Intralingual errors result from faulty or partial learning of the target language rather than language transfer. Namely, learners make mistakes because they do not know the target language very well, and have difficulties in using the target language. It can be said that students have lack knowledge of the target language. One of them is lack of grammar knowledge of the target language. Finally, based on the explanation above, it can be concluded that there are some causes of students' difficulties in writing recount text. They are interlingual transfer and intralingual transfer. Interlingual is the negative influence of the mother tongue of learner and intralingual is the effect of forms of

one language (usually the target language) on other forms within the same language.

In addition, Ellis and Barkhuizen (2005:65) classify the source of errors into two: interlingual and intralingual transfer. These are the classifications:

(a) Interlingual transfer

Interlingual transfer means interference from learners' mother tongue. The clearest proof of mother tongue interference is when L1 nonstandard features get transferred to L2. For example, an Indonesian learner says **I have a book blue*. This error is caused by interlingual transfer. The student is interfered by his native language that is Indonesian language, in which an adjective comes after the noun it modifies. Hence, he produces such an error.

(b) Intralingual transfer

Intralingual transfer means the transfer which occurs within the target language itself. For example, an English language learner produces an utterance like the following: **He goed to the market two days ago*. In this case, the learner has known that in English, an action done in the past should be written in the past form which is usually characterized by the suffix *-ed*. He has not known that *go* is an irregular verb. Therefore, he simply put *-ed* after the verb *go*.

In this study, I use the sources of error defined by Ellis and Barkhuizen. I think that those sources of error are generally affecting the students committing the errors.

2.3 Framework of the Present Study

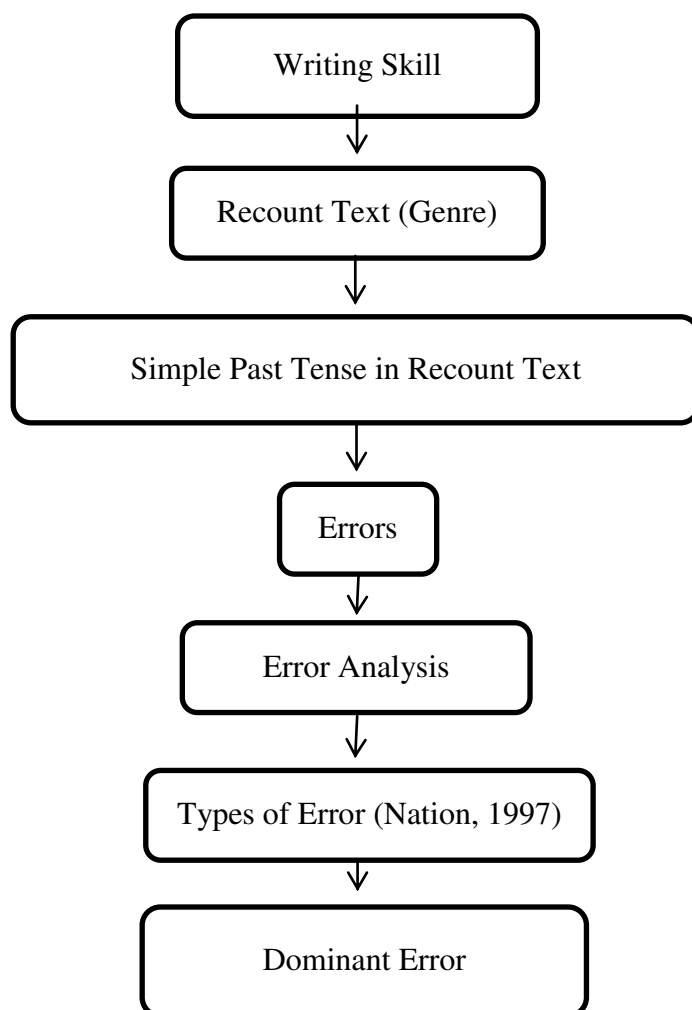
The basic framework on which you can analysis of students' error in using past tense in writing recount text starts from analyzing which error and mistake. To know the type of error needs a process of analysis. One of the processes is using the surface strategy taxonomy. In analyzing the data, I use combination errors analysis method (Corder 1981: 122) and the journal written by Amanah, Raja, and Sudirman (2015:4-5) entitled Simple Past Tense Errors in Recount-Text made by Third Grade Students of SMAN 1 Pringsewu.

In order to find out the use of simple past tense and its grammatical errors in students' written recount text, I analyze the result of the students' writing. I use some steps to analyze the data; the first step is collecting the data from the students. The second step is determining whether the use of simple past tense is used in well-formed or error by the students. In this step, I classify the use of past tense into a table whether the tense used is in correct form or error. The third step was identifying the errors made by the students. In this step, I identify the errors in students' recount text writing by underlining the errors and give mark omission, addition, misinformation, misordering for surface strategy taxonomy. The fourth step is classifying the errors of using past tense in students' recount text writing to find out the frequency of errors. Each error is classified by using surface strategy taxonomy and communicative effect taxonomy. The fifth step is displaying the data, I use the qualitative method to treat the data. And the last step is calculating

the data taken and making the percentage in each category to know the dominant error of the kind of types error.

I just analyze the errors of the use of past tense while the other errors are ignored. I analyze the types of errors by using the surface taxonomy strategy proposed by Dulay et al. (1982:138).

Figure 2.1. Frame Work of the Study



CHAPTER III

METHODS OF INVESTIGATION

Writing is the most difficult skill; I would try to find the students' error in using past tense in their writing of recount text. Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. In other hand, mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows (Ellis, 2003:17). To know that it is an error or mistake, I have to check the consistency of learners' performance.

To analyze which error and mistake to know the type of error, it needs a process of analysis. One of the processes is using the surface strategy taxonomy. In analyzing the data, I use surface strategy taxonomy, the steps to conduct an errors analysis research are classifying into collecting of the data, identifying of errors, classifying of errors, explaining of errors, and evaluating of errors. This study of error is part of the analysis of the process of the language learning.

3.1 Subject of the Study

The subject in the study is required to get needed information. According to Lodico et. al (2006: 266), depending on the types of question asked, the researcher will want to select the subject so that they will be able to provide the key information essential for the study. It means that in qualitative research, I selected the subject based on the subjects' knowledge which is capable to answer the research questions. Based on the curriculum 2013 of Junior High School, recount

text is taught in the eighth-grade students, therefore I select the students in one class of eight grade in SMP N 1 Godong in the academic year 2020/2021 as the subject.

3.1.1 Population

According to Creswell (2012:142), population is a group individual who has the same characteristic. In this study, the target population was the students of eight grade in SMP N 1 Godong in the academic year 2020/2021. The study would conduct in one class of eight grade in SMP N 1 Godong in the academic year 2020/2021. The class would be selected based on the English teacher's recommendation that is suitable for the purposes of this study.

3.1.2 Sample

According to Creswell (2012:142), a slight variation of the simple random sampling procedure is to use systematic sampling. In this study, I would use a simple random sampling to take a class of eight grade in SMP N 1 Godong in the academic year 2020/2021.

3.2 Object of the Study

The object of the study was a writing test about recount text with the topic telling the students' holiday. I would give papers which have been written with the design of generic structures of recount text, such as (title, orientation, steps, and reorientation) to the students. The students have 60 minutes to write 10-15 sentences using simple past tense.

3.3 Roles of the Researcher

I would collect the data in a class that has been taught about recount text. In collecting the data, I would give twice writing test for a recount text with the topic telling the students' holiday. I would give some clues to the students to write their recount text. They have 60 minutes to write 10-15 sentences based on the clues. When the students have finished their writing, the papers would collect, and I would give mark on the errors of past tense made and then analyze them.

3.4 Type of Data

The strategy of the research is qualitative. In this research, I use a case study and descriptive research to explain the result of the study. Descriptive research refers to a method applied in a research by collecting, classifying, and interpreting the data of the research. The error analysis of this study is based on Surface Strategy Taxonomy. To classify the data of analysis this study, I use Corders' theory.

3.5 Procedures of Collecting the Data

According to Creswell (2012: 151), Creswell stated that the researchers use instruments to measure achievement, asses individual ability, observe behavior, develop a psychological profile of an individual, or interview a person. In this research, I would apply three instruments in this research. There are three instruments to collect the data, as follows:

(1) Test

According to Brown (2004:4), test is method of measuring a person's ability, knowledge, or performance in a given domain. There are several varieties of tests. The most commonly used in training programs are criterion-referenced

Written Tests, Performance Tests, and Attitude Surveys. Although there are exceptions, normally one of the three types of test is given to test one of the three learning domains (Krathwohl, et al., 1964). Although most tasks require the use of more than one learning domain, there is generally one that stands out. The dominant domain should be the focal point of one of the following evaluations:

- **Criterion-referenced Test:** Evaluates the cognitive domain that includes the recall or recognition of facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. The testing of these abilities and skills are often measured with a written test or a performance test. **Note:** A criterion-referenced evaluation focuses on how well a learner is performing in terms of a known standard or criterion. This differs from a norm-referenced evaluation which focuses on how well a learner performs in comparison with other learners or peers.
- **Performance Test:** Evaluates the psychomotor domain that involves physical movement, coordination, and use of the motor-skill areas. Measured in terms of speed, precision, distance, procedures, or techniques in execution. Can also be used to evaluate the cognitive domain. A performance test is also a criterion-referenced test if it measures against a set standard or criterion. A performance test that evaluates to see who can perform a task the quickest would be a norm-referenced performance test.
- **Attitude Survey:** Evaluates the affective domain that addresses the manner in which we deal with things emotionally, such as feelings, values, appreciation,

enthusiasms, motivations, and attitudes. Attitudes are not observable; therefore, a representative behavior must be measured. For example, we cannot tell if a worker is motivated by looking at her or testing her. However, we can observe some representative behaviors, such as being on time, working well with others, performing tasks in an excellent manner, etc.

Here, I would use test method. Based on this study, I choose criterion-referenced performance tests. This method is about the students' achievement in using past tense in their recount texts. Consequently, I employ a writing test to measure the students' writing ability to obtain the empirical data. It focused on the past tense used in writing recount text. The theme of the recount text is an interesting or unforgettable moment or story the students have ever experienced in their holiday. I use this theme is to make them interested because it is fun to share their experience through writing task.

The reason of using writing test as the instrument is to check the students' understanding of past tense in their writing. I would ask the students to recall an interesting or unforgettable moment or story they have ever experienced. Then the students write their own different composition. As the time ends, I would collect their works. I would analyze the error in past tense, I would mark the students' error using different colors in their writing to identify the errors. The errors would analyze based on the types of errors offered by Nation (1997:58) Then, I would count the percentage of each type of errors. I would put the result of the analysis on table to make it easier to understand.

3.6 Procedures of Analyzing the Data

I would analyze the data qualitatively through the following steps. First, I underline the sentences which contain errors in the use of past tense. After that, I would put the sentences into the checklist table. The errors made by the students would classify into their types based on the Surface Strategy Taxonomy proposed by Dulay et. al. (1982). Surface Strategy Taxonomy categorizes errors into errors of omission, addition, misordering, and misformation. In order to make it easier for me to classify the types of errors, I would provide the correction. Then, I would classify the errors into their types: omission, addition, misordering, and misformation. In this step, the results of the analysis are triangulated by the data from the teacher's and students' interviews. The last step in the data analysis is tabulating the errors. It is done to determine the frequency of occurrence of the errors in each category and to figure out the most and the least difficult grammatical items for the students to understand and use. The higher percentage indicates the more difficult the grammar item for the students.

I would give two tests. The reason why I would give two tests because it makes me easier in analyzing the data. I would know the students in doing errors or mistakes in two times. In analyzing the error in writing made by the students of the eight grade of SMP N 1 Godong in using past tense in recount text, I use theory proposed by Corder (1981: 122). The following steps are done to conduct an error analysis research:

(1) Collecting of the data

I would collect the data by using writing test

(2) Identifying of errors

I would use the errors that the students write to check their sentences whether they use the past tense correctly or incorrectly.

(3) Classifying of errors

I would use the data to classify them into classes of the errors based on Surface Strategy Taxonomy.

Student's Code	Error in Past Tense			
	Omission	Addition	Misinformation	Misordering

The following is the example in classifying of errors:

On **sunday**[**Sunday**]1st**desember**[**December**], I and my family went toRagunan by [**a**] **car**. We **were go** [**went**] at half past six my father drove **The** [**the**] car and my mother sat infront seat **mean while** [**meanwhile**] Iand my sister **we** [**Ø**] always sangalong the way. **we**[**We**] arrived in**ragunan**[**Ragunan**] at 08.00 o'clock.After we arrived, we **take** [**took**] **abriak**[**break**] for **the minutes** [**aminute**]. After that, **we went to have a look around** [**we went to lookaround**] the **ragunan**[**Ragunan**] zoo.First, we **looked** [**at**] the elephants. Itis the big animal. **and**[**And**] we **looks** [**looked**] around again. **this**[**This**] **is** [**was**] a very funny and **unforgettable** [**unforgettable**] moment in mylife. **we**[**We**] all were happy.

 **Omission**

 **Addition**

 **Misinformation**

 **Misordering**

Student's Code	Error in Past Tense			
	Omission	Addition	Misinformation	Misordering
S1	1	2	15	3

(4) Explaining of errors

The errors would explain by establishing the source of the errors and calculating how often the errors appear.

In calculating the frequency of each error, I employ the following formula:

$$P = \frac{n1}{\sum N} \times 100\%$$

In which,

P : percentage of each error

N1 : total of the given error

$\sum N$: total of the whole errors

I tabulate the result of analysis to make me easier represent the percentage of each error.

(5) Evaluating of errors

The errors are evaluated and tabulated by the following steps, then I would draw conclusions.

Student's Code	Error in Past Tense				Total
	Omission	Addition	Misinformation	Misordering	

	T1	T2	T3	T4	GT
--	----	----	----	----	----

T1 = Total of omission errors

T2 = Total of addition errors

T3 = Total of misinformation errors

T4 = Total of misordering errors

GT = T1+T2+T3+T4

Therefore, based on the table I would count by using the formula for knowing the percentage of omission (Po), percentage of addition error (Pa), percentage of misinformation (Pmf), percentage of misordering errors (Pmo) in using past tense in writing recount text.

$$Po = \frac{T1}{GT} \times 100\%$$

$$Pa = \frac{T2}{GT} \times 100\%$$

$$Pmf = \frac{T3}{GT} \times 100\%$$

$$Pmo = \frac{T4}{GT} \times 100\%$$

$$\frac{\text{frequency of errors in each category}}{\text{total number of error}} \times 100\% = \text{percentage}$$

Nation (1997:58)

After knowing the percentage of errors, I would show up each types of an error analysis in chart to know the dominant errors.

3.7 Validity

According to Azwar (1997: 5), validity means how far is the precision and accuracy of measuring instrument in doing measuring function. The test instrument can be said to have high validity if the instrument is running the measuring function, or providing consistent measuring results with the intent of these measurements. Validity refers to the appropriateness and meaningfulness of the inferences we make from assessment result for some intended use, Gronlund (2003: 24). Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (Creswell & Miller, 2000).

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Gibbs, 2007). According to Creswell (2014:269), a procedural perspective that recommend for research proposals is to identify and discuss one or more strategies available to check the accuracy of the findings. There are eight primary strategies, organized from those most frequently used and easy to implement to those occasionally used and more difficult to implement:

- *Triangulate* different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

- Use *member checking* to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate. This does not mean taking back the raw transcripts to check for accuracy; instead, the researcher takes back parts of the polished or semi-polished product, such as the major findings, the themes, the case analysis, the grounded theory, the cultural description, and so forth. This procedure can involve conducting a follow-up interview with participants in the study and providing an opportunity for them to comment on the findings.
- Use a *rich, thick description* to convey the findings. This description may transport readers to the setting and give the discussion an element of shared experiences. When qualitative researchers provide detailed descriptions of the setting, for example, or offer many perspectives about a theme, the results become more realistic and richer. This procedure can add to the validity of the findings.
- Clarify the *bias* the researcher brings to the study. This self-reflection creates an open and honest narrative that will resonate well with readers. Reflectivity has already been mentioned as a core characteristic of qualitative research. Good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by their background such as, their gender, culture, history, and socioeconomic origin.
- Also present *negative* or *discrepant information* that runs counter to the themes. Because real life is composed of different perspectives that do not

always coalesce, discussing contrary information adds to the credibility of an account. A researcher can accomplish this by discussing evidence about a theme. Most evidence will build a case for the theme; researchers can also present information that contradicts the general perspective of the theme. By presenting this contradictory evidence, the account becomes more realistic and more valid.

- Spend *prolonged time* in the field. In this way, the researcher develops an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account. The more experience that a researcher has with participants in their settings, the more accurate or valid will be the findings.
- Use *peer debriefing* to enhance the accuracy of the account. This process involves locating a person (a peer debriefer) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher. This strategy—involving an interpretation beyond the researcher and invested in another person—adds validity to an account.
- Use an *external auditor* to review the entire project. As distinct from a peer debriefer, this auditor is not familiar with the researcher or the project and can provide an objective assessment of the project throughout the process of research or at the conclusion of the study. The role is similar to that of a fiscal auditor, and specific questions exist that auditors might ask (Lincoln & Guba, 1985). The procedure of having an independent investigator look over many aspects of the project (e.g., accuracy of transcription, the relationship

between the research questions and the data, the level of data analysis from the raw data through interpretation) enhances the overall validity of a qualitative study.

Based on this study, I choose triangulation strategy to check the accuracy of the validity of the data. This strategy would reach the validity because I would use some data to assess the accuracy of findings as well as convince readers of this accuracy. In this study, besides I would use test which arranged appropriate from curriculum to collect the data, I use interview guide which is supported by questionnaire and I also would add documentation to assess the accuracy of findings as well as convince readers of that accuracy.

3.8 Interrater Reliability

In this study, I used Inter-rater Reliability to find out the result of the reliability test, because writing is concluded as subjective test. Inter-rater reliability is used if the test is checked by two or more scorers. According to Brown and Abeywickrama (2010), inter-rater reliability occurs when two or more scorers yield consistent score of the same test. Therefore, in this research, students' writing test was checked by two scorers.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discussed about detail results and discussion about the data.

4.1 General Description

I conducted this research at SMP N 1 Godong in the academic year of 2020/2021. The subjects of the study were eighth grade students of SMP N 1 Godong especially VIII E class. However, not all of the students in this class were able to participate because the lack of the technology facility that they have, since the school practice school from home which students need to have their own gadget to be able to participate online classes. There were 21 students that able to join this research.

4.2 Result

After finding the students' errors, I started to analyze the data. First, I evaluated the error by underlining the error items and classifying the errors based on surface strategy taxonomy. The results of computation are put in tables.

Table 4.2.1 Classifying Error in Each Types – Test 1

No	Student's Code	Error in Past Tense				Total
		Omission	Addition	Misinformation	Misordering	
1	ALZEYTA SANDIYA P.	0	0	3	0	3

2	ANATASYA PUTRI NUR A.	0	0	0	0	0
3	ARTIANA AULIA VALINKA	1	0	1	0	2
4	BAGAS EKA SAPUTRA	0	0	0	0	0
5	CANTIKA DEWI TRI H.	0	0	10	0	10
6	DARIS NUHAAD	0	0	1	0	1
7	FIAZ SERFIA O.	0	0	0	0	0
8	MEILIN EKA NOVIANA	0	0	7	0	7
9	MUHAMAD DAFFA S.	7	0	0	0	7
10	MUHAMMAD PUTRA G. B. p.	1	0	5	0	6
11	MUIZZATUN N.	0	0	7	0	7
12	NABILA MAYA DEWI D.	0	0	0	0	0
13	NOVAL SETIAWAN	0	0	4	0	4
14	SABRINA ZAHROTUL SITA	0	0	6	0	6
15	SALASATUL ZULFANIA	0	0	2	0	2
16	SYAUQI NI'AM FIRDAUS	0	0	5	0	5
17	TEGAR BUDI PRATAMA	0	0	0	0	0

18	YULI FATURROHMAH	6	0	0	0	6
19	YULI TANIA DWI SEKAR A.	0	0	6	0	6
20	ZAHRA PUTRI ANDINI	1	0	5	0	6
21	ZULMI KURNIAWAN	0	0	0	0	0
TOTAL:		16	0	62	0	78

After finishing the computation of total errors, I calculated the percentage of each error in order to find out the dominant errors made by the students. The result of percentage students' errors as follow:

Table 4.2.2 Percentages of Error in Each Types – Test 1

	Omission	Addition	Misinformation	Misordering	Total
Error	16	0	62	0	78
Percentage	20.5%	0%	79.5%	0%	100%

From the table above, it could clearly be seen that misinformation took the highest percentage (79.5%) and followed by omission (20.5%). Eventually. Addition and misordering got (0%) of error in the first test.

Next, I also did the analysis of the second test and the result can be seen in the table below:

Table 4.2.3 Classifying Error in Each Types – Test 2

No	Student's Code	Error in Past Tense				Total
		Omission	Addition	Misinformation	Misordering	
1	ALZEYTA SANDIYA P.	0	0	2	0	2
2	ANATASYA PUTRI NUR A.	0	0	2	0	2
3	ARTIANA AULIA VALINKA	0	0	2	0	2
4	BAGAS EKA SAPUTRA	0	0	0	0	0
5	CANTIKA DEWI TRI H.	0	0	9	0	9
6	DARIS NUHAAD	0	0	0	0	0
7	FIAZ SERFIA O.	0	0	3	0	3
8	MEILIN EKA NOVIANA	0	0	4	0	4
9	MUHAMAD DAFFA S.	0	0	0	0	0
10	MUHAMMAD PUTRA G. B. p.	0	0	9	0	9
11	MUIZZATUN N.	0	0	1	0	1
12	NABILA MAYA DEWI D.	1	0	9	0	10
13	NOVAL SETIAWAN	0	0	3	0	3

14	SABRINA ZAH RATUL SITA	0	0	0	0	0
15	SALASATUL ZULFANIA	0	0	10	0	10
16	SYAUQI NI'AM FIRDAUS	0	0	4	0	4
17	TEGAR BUDI PRATAMA	0	0	0	0	0
18	YULI FATURROHMAH	0	0	2	0	2
19	YULI TANIA DWI SEKAR A.	0	0	0	0	0
20	ZAHRA PUTRI ANDINI	0	0	4	0	4
21	ZULMI KURNIAWAN	0	0	2	0	2
TOTAL :		1	0	66	0	67

After finishing the computation of total errors for the second test, I calculated the percentage of each error in order to find out the dominant errors made by the students. The result of percentage students' errors as follow:

Table 4.2.4 Percentages of Error in Each Types

	Omission	Addition	Misinformation	Misordering	Total
Error	1	0	66	0	67
Percentage	1.5%	0%	98.5%	0%	100%

The result of the second test showed that misinformation still took the highest percentage (98.5%) and followed by omission only (1.5%). Eventually, addition and misordering still got (0%) of error in the second test.

4.3 DISCUSSION

In the result of this research, I found that misinformation was the dominant error that occurred in students' recount texts. Dulay et. al. (1982:158) mention that there are three types of misinformation errors, they are: regulation errors, archi forms, alternating forms. The example of error in misinformation made by a student found in task 1 was "I'm tired of studying at home, because I have to study at home". In task two, the previous student also made error in misinformation "I really enjoy the trip". The text is in the form of recount text and it supposed to use past tense form rather than present. According to Walker and Elsworth (2000:37), one of the uses of simple past tense is to talk about events and actions in the past that is now finished. The past simple refers to the complete event. The time or approximate time that the event took place is stated or is understood from the context.

The students keep making the same error in the task 1 and 2. It showed that this student made error, not mistake. Corder in Larsen-Freeman and Long (1991:59) stated that "Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self- corrected an error because it is a product reflective of his or her current stage of development, or underlying competence."

Another error in misinformation made by a student found in task 1 was “I **are planning** a vacation to Jakarta”. However, in the same text, this student made “**I’m getting** ready to sleep”. This kind of error made by the student is considered as Pre-systematic errors where the students could not discover the grammar rules. Ellis (2003:25) distinguishes three types of error according to their systematic; one of them is Pre-systematic errors that occur when the learner is unaware of the existence of a particular rule in the target language. These are random.

Error in misinformation took up to 79.5% in the first test and rose up to 98.5% in the second test. Students were still confused in using the verb 2 in past tense grammar formula. Most of them were still using verb 1 instead of the past form of the verb. Another major error in misinformation was students were not able to distinguish between verb, adjective, noun and adverb. Therefore, their recount texts seemed unnatural and did not follow the correct rule of English grammar.

The next error was omission. Dulay et.al. (1982: 154) state that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. This error is still related with the previous one where students were not able to distinguish nominal and verbal sentences. Some of them omit the “to be” in every sentence that they made. One of the students in task 1 made an error in omission that went like this “I **went solo** because I wanted to visit my grandparents.” Meanwhile, in

task 2, I also found the same error but different thing that was omitted in the sentence “when I vacation with my family,”. The first student omitted the preposition whereas the second student omitted the verbs. This finding is in rhyme with Dulay et.al. (1982: 155) “omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. It is related to this research because basically the student’s ability in English and writing is still in the early stage.”

Eventually, addition got 0% of error in both first and second test. Addition is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. Students were able to make sentences without adding unnecessary addition to the sentence. Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rule whereas the students’ ability in English and writing is still in the early stage.

Misordering also got 0% of error in both tests. These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance. Students did great job in making sentences with the correct order in their recount text. Moreover, error in misordering usually deals with a phrase while this research only focuses on the use of past tense, that is why there was 0% of misordering error here.

An error is different from mistake, so we have to be careful to differentiate. According to Yulianti (2007: 9), a mistake is a performance error, which is either a random guess or a 'slip', i.e. a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner. (Nn : 2010) a mistake is just a slip that the learner forgets the right form. While an error is a deviation which is made by the learner because he does not know the rule and he /she will make it repetitively. Norrish (1983:8) says that a mistake is an inconsistent deviation that is sometimes the learner *'gets it right'* but sometimes wrong. Richards et.al (1985:95) stated that mistake, made by a learner when writing or speaking, is caused by lack of attention, fatigue, carelessness, or other aspects of performance. So we can say that a mistake is made by a learner because he does not apply the rule (s) that he actually knows. On the other hand, Cunningsworth (1987:87) remarked "Errors are systematic deviations from the norms of the language being learned." Here the phrase 'systematic deviation' means "the deviation which happens repeatedly". Misinformation got high percentage in both tests means that it is actually an error not a mistake.

The fact that in both test misinformation got high percentage of error can indicate that this error occurred because the interference of the learners' mother tongue. In Indonesian, there is no difference or change in the verb form in different moments i.e. the verbs for present and past are in the same form. Richards (1973: 124) stated that the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the

general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the interlanguage errors. And the errors caused by the interference of the learners' mother tongue are called the interlanguage errors.

This finding is also supported by Brown (2000: 224), He stated that interlingual transfer is a significant source of error for all learners. Interlanguage is learner language, which emphasizes the separateness of a second language learners' system. He also defined interlingual as a system that has a structurally intermediate status between the native and target language. Interlingual is when the students of foreign language make structure deviation by the effect of their mother tongue. In other words, it is called language transfer. The difficulties occur because the features of source language and target language are different.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

This chapter presents conclusions and suggestions based on the discussion on the previous chapter.

5.1 Conclusions

The main purpose of the research was to find out the types of students' grammatical errors in using simple past tense in writing recount text and to find out the most dominant error in it.

First, there were two types of errors in using simple past tense in writing recount text. The first one was misinformation that took up to 79.5% in the first test and raised up to 98.5% in the second test. The second one was omission that took up to 20.5% in the first test and raised up to 1.5% in the second test. Addition got 0% of error because it usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rule whereas the students' ability in English and writing is still in the early stage. Misordering also got 0% of error in both tests. Error in misordering usually deals with a phrase while this research only focuses on the use of past tense, that is why there was 0% of misordering error here.

Second, another purpose of the research was to find out the most dominant error in this research. The result of the analysis presented misinformation caused the highest error. The fact that in both test misinformation got high percentage of

error can indicate that this error occurred because the interference of the learners' mother tongue. In Indonesian, there is no difference or change in the verb form in different moments i.e. the verbs for present and past are in the same form.

5.2 Suggestions

Based on the conclusion above I would like to give some suggestions for the students, teachers, and future researchers on the same field. For the students, I suggested that they have to be more careful when making the recount text, especially in using past tense. They have to know about the grammatical structure of the target language (English) because the grammar is different from their native language (Bahasa Indonesia). For the teachers, I suggested that they can use this research as the reflection to be more concerned in teaching the basic grammar especially in past tense. For the future researchers, I suggested to follow up the result of this study in analyzing and making new conclusion in particular.

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Appendix 1.

OUTLINE OF THE RESEARCH INSTRUMENT

(1) Writing Task

Theme	: Your Holiday
Subject	: Eight Grade Students of SMP N 1 Godong in the Academic Year 2020/2021
Tense	: Past Tenses
Genre	: Recount Text (10 – 15 sentences)
Purpose	: To tell any interesting stories that students have ever experienced
Time	: 60 Minutes

I. TOPIC SENTENCE

Write sentences that tell about your holiday, your experience, or your unforgettable moment that you had.

II. SUPPORTING DETAILS

- Write sentences that tell the orientation (background of the story):
 - # Characters: participants
 - # Setting: place and time
- Write sentences that tell the steps (a stepping back to evaluate the plight/to show the situation)

III. CONCLUDING SENTENCE

Write sentences the reorientation to end up the story

Instructions:

- Write your full name, class, and students' number on the top corner of your answer sheet.
- Make a simple recount text.

- Use past tense.
- The length of the composition is consisting of 10 to 15 sentences.
- You may look up to your dictionaries in case there are some vocabularies which you are not familiar.
- Recheck your writing in terms of grammatical rules.
- The time allotment is 60 minutes.

Name	:	_____
Class	:	_____
Number	:	_____

WRITING TASK

1. Write your full name, class, and number on the top corner of your answer sheet.
2. Write a simple recount paragraph about your holiday or unforgettable moment/experience.
3. Your recount text consists of 10 to 15 sentences.

..... title

..... } orientation

..... } event

..... } event

..... } reorientation

Appendix II.

Error Analysis in Test 1

Timestamp	Name:	Class:	No	Title:	Write a simple recount paragraph about your holiday or unforgettable moment/experience. It is consists of 10-15 sentences.
18/12/2020 6:06:32	Zahra putriAndini	8e	31	Study at home	<p>Study at home</p> <p>I'm tired of studying at home, because I have to study at home, I can't joke with my friends, I studied at home for about 9 months, besides studying online I always help my parents clean the house, cook, wash dishes and so on, I really want to go back to school, I want to get together and joke with my friends, but I have to be patient because the corona virus is still not over, therefore we must always wash our hands, wear masks, In SyaaAlloh the corona virus disappears quickly from the face of the earth</p>
18/12/2020	Sabrina zahratulsita	8E	21	happy end	Exactly where on January 1, 2020,

6:09:09			of the year	<p>my family and I are planning a vacation to Jakarta. I feel happy because I can go to Jakarta.</p> <p>The day before my family and I left we prepared the items that we were going to bring. We were in Jakarta for only 5 days. After preparing the items we were going to bring, my mother and I made bread for souvenirs to make snacks on the bus. At exactly 09:00 I'm getting ready to sleep so I can wake up in the morning. I feel happy even though my family is not a family that hasn't been said to be perfect, but I feel like family is the most beautiful thing I've ever had</p>
18/12/2020 6:12:29	Yulifaturrohmah	8E	29 vacation to the city park	<p>The trip begins when taking report cards at school. 09.00 WIB my brother and I arrived at SMP N 1 GODONG. after waiting for a while, finally my name was called, finally my brother came forward and took the report card,</p> <p>it would be nice for me to get good grades and enter the top 10</p>

				<p>in the class. after that my brother and I bought snacks in front of the school because we were hungry. after that go home and hurry to go to the city park. when I got to the city park I walked around the park to see and didn't forget to capture it. after a while we took a break digazebo because the weather was very hot I took the initiative to buy a fresh drink. then we drank the drinks while telling stories until we lost track of time. after finishing resting and the weather was a bit cloudy I asked my brother to take my picture and we hurried to go home.</p>
18/12/2020 6:14:12	CantikaDewi tri hardanti	8E	My holiday	<p>1.last Sunday me and my family goes to zoo 2.we go there with our car 3.we arrive at 2pm 4.i give the rabbit carrot 5.riding a horse 6.even take a selfie with a parrot 7.we left the zoo at 6pm 8.we search for a restaurant and eat 9.our car almost get hit by a Giant</p>

					tree 10.but luckily we're save ,and then we arrive at our house at 9pm 11.that day was so tiring but worth it
18/12/2020 6:38:37	ArtianaAuliaValinka	8E	5	experience to Jakarta	My family and I went to Jakarta, by private car. there I also went on a picnic to the ragunan zoo there I saw lots of animals, there were giraffes, orangutans, eagles and many more. I hope next year I can go to Jakarta again ..
18/12/2020 6:41:44	CantikaDewi tri hardanti	8E	7	My holiday	Last Sunday me and my family go to zoo,we go there by our car, we've arrive at 2 pm,i give the rabbit carrot,i Rode the horse,and some of my family take a selfie with a parrot,we left the zoo for searching a reastouran,we almost got hit by a Giant tree, but luckily we survived,we arrived at our hous at 9pm,that day was Tiring but it was worth it
18/12/2020 6:55:15	Muizzatunnafiatuzzen	8e	15	Go to Grandma's	On Saturday i went to Grandma's house.I go with family. We had

				house	fun there. Eat together. Playing with brothers. we also swim together. We also buy ice cream alot. Then we take a walk in the evening. The view is beautiful.
18/12/2020 7:22:49	Novalsetiawan	8E	18	beautiful childhood	a beautiful childhood every Sunday morning always playing until the afternoon, football, fishing, and looking for fruit in people's yards, when at night we get together again and play hide and seek
18/12/2020 8:03:39	meilin eka noviana	8e	12	competition in jepara	date, 6 December 2019 where do I start such fun activities. a lot of people who want to compete to win. where many people sing complementary and encourage each other. do not never give up to achieve your goals. and do not forget to pray for provision for goals "and a success. when I look around many people who are smarter than me. that's where I started nervous to

				<p>get a champion.</p> <p>but my friends always say let's cheer up</p> <p>You can do it .</p> <p>because sometimes I think well in front, not necessarily good behind that's where I started to believe and feel the spirit to get up and reach the champion.</p> <p>with the spirit of a friend and the prayers of parents</p> <p>Thank God I was able to reach first place and qualify for the provincial level.</p> <p>thank you...</p>
18/12/2020	Muhammad			<p>hello gais, I want to tell a little about this so my friends and I went to the beach to get rid of fatigue in a corona condition. Me and my friends decided to go to Bandengan beach there the difference is very far now on the Bandengan beach it's very good, then me and my friends dare myself to ride the banana boat ride, at first I was afraid when I got on, it turned out that it was</p>
8:26:44	putragalihbagusprayogo	VIII E	14	Go to beach

				<p>exciting and we were invited to the middle of the beach but don't have to worry, we have been provided with a hanger, and it's true what my hunch is that we are kept out of the middle of the sea. a lot of water after playing the rides we tease the white girl first, then we play in the sand and swim together, it shows half past three we rush to go home.</p>
18/12/2020	8:35:14 Tegarbudipratama	8E	26	<p>Go to traditional market</p> <p>Past, I went to the traditional market to buy some fruits and vegetables.</p> <p>In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.</p> <p>A few minutes later, police came and took him.</p> <p>I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.</p> <p>Someone saw him and shouted loudly and suddenly some people</p>

					<p>roughed him up hardly.</p> <p>It was a pity event and I hoped it would never happen again</p>
18/12/2020 8:54:27	ArtianaAuliaValinka	8E	5	picnik to solo	<p>my family and I went to solo, in a private car, I went solo because I wanted to visit my grandparents. There I also took a picnic to the Solo Kasunanan Palace, Solo Square, the Sangiran Museum. At the Sangiran museum, I saw ancient humans, dinosaur skeletons, and many antiques from the past.</p> <p>I am very happy, especially the picnic with my family.</p>
18/12/2020 10:14:30	Yuli Tania DwiSekar Arum	8E	30	My First Time In Yogyakarta	<p>My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.</p>

18/12/2020 11:14:02	AlzeytaSandiyaPrasizca	8E	02	study at home	<p>bored? Bete, because you have to study at home. Because you can't joke with friends. Their laughter is very funny. Learning at home makes me feel frustrated and disappointed. Because I have to stay at home and I can't travel far, because Covid-19 is very It was rampant. Studying at home made me tired, because I never finished my assignment every day</p>
18/12/2020 15:15:22	SyauqiNi'am Firdaus	8E	24	First experience watching volleyball	<p>That day on January 26 2018 I went to solo to watch volleyball match "Proliga"</p> <p>I and my brother have never watched live volleyball. and it's our first time watching a live volleyball match.</p> <p>I left at 8 am and took a bus from Purwodadi terminal to Tirtonadi terminal. I arrived at Tirtonadi terminal around 11 am, my sister picked me up at the terminal, after that we bought tickets for tomorrow's match online (Saturday 27 January 2018) The next day my sister and I left for</p>

				<p>GorSritex Arena Solo around 1 pm. The trip is smooth and there are no traffic jams. We arrived at Gor around 1.30pm. We didn't know how to exchange tickets online, and we saw the ticket counter and there the queue was really long, we ended up joining the queue at the counter. About 30 minutes we waited in line there was an announcement that online ticket exchange was on the north side. we went straight to the online ticket exchange. After getting tickets, we entered the venue and chose our seats so we were comfortable watching the volleyball match.</p> <p>The volleyball match will start at exactly 3pm and be broadcast live on television stations.</p> <p>We came home from watching a volleyball game around 11 pm and we watched 3 games.</p> <p>This is my first experience watching a live volleyball match at GorSritex Arena Solo that I will</p>
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					never forget.
18/12/2020 15:48:26	DarisNuhaad	8E	8	a vacation to the beach	At that time my family and i went on vacation to the beach .on the beach i Made a really big sand castle.when swimming i Saw dholphins.after a fee hours my family and a Saw on the beach .i when home .on the ruad my family and i Saw someone who wae racing wild i pause to watch people race .after seeing people racing iateat the warteg after eating at the wartegi return home.finished
18/12/2020 18:42:41	Bagas Eka saputra	8E	6	At the seaside	Last year, Mr dan Mrs. Jones and their family went to the seaside for their summer holidays. They left the city very early in the morning on the 31st of July. The weather was not very fine and they wore their overcoats because they felt cold. At 10 o'clock, the sun began to shine, and two hours later, when I met them at the station the sun was shining brightly. They took off their overcoats and we all went to the

				<p>same restaurant where we sat down to a good lunch. We ate fish and some very good mutton, and drank two bottles of excellent wine.</p>
18/12/2020	Sabrina zahratulsita	8E	21	<p>mother's birthday</p> <p>on 21 march 2019 my mother's birthday. me, dad, and my sister wanted to give a gift to mom. we planned a simple dinner. two days before my dad and I planned the food we would make because it was my mother's birthday, dad, and my brother cooked it himself. the next day my father and I went to the market to buy ingredients, my father and I were a bit confused because we rarely shop directly at the market. I didn't know our plans because mom was busy for work. until the mixture became messy. a few hours later the food was ready. although it was not as good as mom's cooking, but we are sure you would like it. at exactly 8:00 p.m. mom came home, we gave a surprise to mom. mom felt happy</p>

					<p>even though it's not luxurious but mom I feel happy. Me, sister, and father because you have been taking care of us. Thank you mom</p>
18/12/2020	19:07:42	Fiazserfiaoktavinandhita	8e	11	<p>My Holiday</p> <p>I didn't go anywhere last school holiday. My mom didn't plan to go anywhere too. I spent most of my time in front of television. So, I thought that I had deep connection with the television's schedule.</p> <p>I usually woke up without alarm every day in the holiday. My mom didn't wake me up too. But I always woke up when I heard my mom called my sister and I to eat. After eating, I watched television or played my gadget.</p> <p>It looked that I was lazy. But wait, when my mother asked me to wash the clothes, swept the floor,</p>

				<p>or washed the dishes, I did it without she asked me twice. Just went to the market or the groceries, I refused it.</p> <p>Maybe you thought it was a boring holiday. But for me, it was enjoyable holiday. Because I could play with my sister, helped my mother, and the greatest moment of holiday, I hadn't to study. That was absolutely holiday.</p>
18/12/2020 19:12:42	Anatasyaputrinurazzahra	8E	4	<p>Pleasant trip in Banyuwangi</p> <p>Durungvacation,once a year my family and i went to banyuwangi to visit my grandmother.</p> <p>On our way we passed many small towns and over hills.I opened the car window to feel the wind blowing towards me it was very soothing for me while listening to the music that</p> <p>Pleasant trip played.The first day we were in carried out,we rested at my grandmother's house and played</p>

				<p>with my brother. We did a lot of activities. The next day, we visited watudodolbeach. We played water on the beach and also played sand. There were some photos that itook. We played until late in the afternoon enjoying the beautiful and amazing sunset views.</p> <p>Our fun excursions and very funny events. many memories. It will not be forgotten</p>
18/12/2020	19:53:49 Salasatulzulfania	8E	22 New clothes	<p>That day at 09.00 WIB in the market my mother and I were planning to buy clothes. Upon arrival at the market we both went straight to the parking seller. he saw there were various kindsof motifs and sizes of clothes. Some are long and short, some are large and small. I myself chose one long drees and one skirt. while my mother chose a blue robe. after trying we immediately paid for it. on the way home we found a meatball seller. Because we were hungry we finally ate here. After eating we decided to go home. al</p>

					thoung simple but including beautiful joint recomendations.
18/12/2020 20:16:53	Nabila Maya DewiDestianty	8E	16	Cycling	<p>I started learning to ride a bicycle since I was Tk.</p> <p>When I was in 4th grade, I used to play bicycles.</p> <p>And at that time many of my friends came.</p> <p>In the mornings we usually cycle from 6.00am to 9.00am.</p> <p>We enjoyed the fresh morning air.</p> <p>Usually we cycle around the village.</p> <p>And we don't forget to go up the rice fields too.</p> <p>We usually cycle on the day too.</p> <p>And we went to the rice fields, and while enjoying the air.</p> <p>And at half past five we came home and cleaned up.</p>
18/12/2020 20:43:20	Muhamad daffasaputra	8E	13	Vacation to grandma's house	<p>yesterday is visited grandma's house, it is located at Demak. I are leave at 7 am and arrive at 8 am. My grandma's house is comfortable, also look neat. I are stayed over 2 days. In there i'm</p>

				<p>spend up time only for playing marbles with my friends Furqon and ulil. Two days later, leave Demak and go back to godong by motorcycle.</p>
18/12/2020	Zulmi Kurniawan	8E	32	<p>During year-end holidays my family and I went to the beach, we went to Kartini beach in Jepara we used our car to go to the beach at half past eight in the morning we went to the beach for a year-end vacation, while on our way we joked while telling stories in the middle of a fun trip one of my brothers was drunk, finally we cleaned the place where my brother vomited drunk after we finished we continued to tell the story not in a long time we finally arrived at the beach when we got to the beach we immediately played water while refreshing after we were tired of playing water, finally we ate while praying dhuhur after prayer we rest for a while after that go home After resting, I think I went home</p>

					while falling asleep in the car in the near future, finally we got home when we got home, we immediately took a shower
19/12/2020 8:24:25	Yuli Tania DwiSekar Arum	8e	30	My First Time In Yogyakarta	My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

Error Analysis in Test 2

Timestamp	Name:	Class:	No.	Title:	Write a simple recount paragraph about your holiday or unforgettable moment/experience. It consists of 1 to 15 sentences!
12/18/2020 7:13:30	Zulmi kurniawan	8E	3 2	planting peanuts with dad	<p>In the past on Sundays my father and I planted peanuts in the rice fields, we did not go to the rice fields using a motorbike for a long time, my father and I arrived in the rice fields, when we arrived in the fields we immediately planted beans, at that time my father made a hole for me who put the beans, we did it happily,</p>

					<p>we plant while telling stories not until the long time we planted the beans is almost finished, after finishing my father and I took a short break before going home, after resting we went home when I got home I immediately took a shower and rest</p>
12/18/2020 7:37:54	Tegarbudipratama	8E	2 6	Family vacation	<p>on Sundays. I and my family went on vacation to KedungOmbo. during the trip we saw the vast surrounding nature. we also enjoyed the beautiful scenery. when we arrived at the place we took advantage of that</p>

					<p>moment to take pictures together. we also ordered some of the food there there. after eating we also took advantage of the moment to take pictures. when the weather worsened we decided to go home. on the way home we also saw the surrounding nature at the ombokedung. we were satisfied on our vacation even though it was only in kedungombo</p>
12/18/2020 8:06:15	Muhammad putragaligbaguspray ogo	vlll E	1 4	Go to water boom	<p>hello gais I want to tell a little about it so every time I don't have time to spend I go to the pool to swim with my big family my</p>

					<p>cousins and I play water boom, we don't just play it, we still play a lot more, and then we rented a tire as a float in the current pool and it shows half past five we end the game in the water boom and my cousin and I rinse in the bath, and after rinsing we go home eits before we eat meatballs and chicken noodles first</p>
12/18/2020 8:25:12	Bagas Eka Saputra	8E	6	Vocation to Kedungombo	<p>on Sundays. I and my family went on vacation to Kedungombo. during the trip we saw the vast surrounding nature. we also enjoyed the</p>

					<p>beautiful scenery.</p> <p>when we arrived at the place we took advantage of that moment to take pictures together.</p> <p>we also ordered some of the food there there. after eating we also took advantage of the moment to take pictures. when the weather worsened we decided to go home. on the way home we also saw the surrounding nature at the ombokedung. we were satisfied on our vacation even though it was only in kedungombo</p>
12/18/2020 8:28:49	DarisNuhaad	8E	8	vacation to KedungOmbo	<p>on Sundays. I and my family went on vacation to</p>

				<p>KedungOmbo.</p> <p>during the trip we saw the vast surrounding nature. we also enjoyed the beautiful scenery. when we arrived at the place we took advantage of that moment to take pictures together. we also ordered some of the food there there. after eating we also took advantage of the moment to take pictures. when the weather worsened we decided to go home. on the way home we also saw the surrounding nature at the ombokedung. we were satisfied on our vacation even</p>
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					though it was only in kedungombo
12/18/2020 8:35:58	meilin eka noviana	8e	1 2	Jepara beach	October 1, 2020 right on the day the birth of Pancasila me and my family vacation to a jeparabeach there are lots of really beautiful scenery starting from trees, coral reefs and gusts of sea water are so beautiful I am very happy. but there is quite quiet because of covid_19 I played water with my brother he was very happy then I got on the boat and I did not think the soothing wind was so comfortable on my

					<p>body</p> <p>then after getting</p> <p>on the boat I got on</p> <p>the jetsky</p> <p>I am very happy.</p> <p>once by seeing my</p> <p>family's happiness</p> <p>I joked with my</p> <p>mother to see the</p> <p>natural atmosphere</p> <p>I'm getting hungry</p> <p>I stopped by the</p> <p>shop</p> <p>to buy pop noodles</p> <p>and aqua for</p> <p>breakfast</p> <p>then I was called to</p> <p>go home because it</p> <p>was too late.</p> <p>thank you</p>
12/18/2020 8:46:26	Nabila Maya DewiDestianty	8E	1 6	Holiday With Family	<p>when I vacation</p> <p>with my family, I</p> <p>am very happy.</p> <p>Because I can meet</p> <p>my family who</p> <p>comes from</p>

				<p>Jakarta.</p> <p>Every year we have a vacation.</p> <p>We usually vacation to the beach.</p> <p>We got ready and brought clothes, food, snacks, drinks and much more.</p> <p>we are ready, it's time to go</p> <p>When we arrived, we immediately changed into our swimsuits.</p> <p>It's a very fun vacation with the family.</p> <p>When swimming, we don't forget to obey the existing rules.</p> <p>One of them, throwing garbage in its place.</p>
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					<p>When we hear the call to prayer we take a break, have lunch and snack on snacks.</p> <p>After we had lunch we continued swimming again.</p> <p>And in the afternoon we go home and enjoy the sunset.</p>
12/18/2020 8:52:23	FiazSerfiaoktavinan dhita	8e	1 1	Vacationing to Bandengan beach	<p>At that time I was on vacation to Bandengan beach. My family and I were there the condition of the beach is not too crowded, because now is the time of the Covid-19 Pandemic. There I had fun, playing water, and playing sand with my cousin. My family</p>

					and I are very happy because we can vacation there.
12/18/2020 9:10:33	Muizzatunnafiatuzz en	8e	1 5	Studi tour east Java	One day,I had an excursion to east Java. During the study tour at school. In the event ,I had an Unforgettable experience. Until now I still remember it. That is, drunk on the road several Times . I endure nausea. At that time i really wanted to go home. Don't want to continue the journey any more. Howe , after being given theme dicinemy teacher felt better. So that I can continue my journey in the

					comfort.
12/18/2020 9:20:16	ArtianaAuliaValink a	8E	5	vacation to semarang city	<p>During last year's holidays I and my extended family went to Semarang by bus. in semarang we had a picnic to Lawang Sewu, the Grand Mosque and finally we went to the Pening Swamp. I am very happy to be able to have a picnic with my extended family and I can't wait for school holidays anymore, and I hope this pandemic will end soon.</p>
12/18/2020 11:12:36	AlzeytaSandiyaPras izca	8E	2	vacation	<p>two years ago I went to Pangandaran beach and shark rock in Tasikmalaya. I went with my</p>

				<p>extended family. I was very happy because I haven't been there for a long time. the last one was there maybe seven years ago. while there my brother found jellyfish. me and my sister both boats. I was so happy to go there. I want to go there again. I hope this covid-19 ends soon. so that my family and I can go there again</p>
12/18/2020 11:39:47	Anatasya Putri nurAzzahra	8E	4	<p>My activities during the covid-19 pandemic</p> <p>On March 2, 2020, when two people caught it from a Japanese national All schools are closed to report the spread of covid-19. The first day at my</p>

				<p>house, every morning I wake up in the morning, and take a shower to prepare for online learning while having breakfast. The lesson ends at 11.00.</p> <p>Every day I do it and it makes me a little bored, I want to go to school and play with my friends.may the pandemic pass quickly.Can went back to school again.I really miss school and my friends.If it is possible in January to enter school, it must be very fun. I hope that's true. And I'm not alone</p>
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					at home anymore.
12/18/2020 13:53:25	Zahra putriAndini	8e	3 1	Travel to east java	<p>Travel to East Java</p> <p>On Saturday at 07.00 my family and I visited my brother's house in East Java. I went to East Java using travel. From my house to East Java, it takes about 7 hours to travel, I really enjoy the trip, because the scenery is very beautiful, when we arrived at my brother's house, we rested for a while, after that we ate together, then we went out to enjoy the atmosphere there, the next day at 09.00 my family and I go home</p>

<p>12/18/2020 15:28:59</p>	<p>SyauqiNi'am Firdaus</p>	<p>8E</p>	<p>2 4</p>	<p>My vacation in Jogja</p>	<p>Two year ago to be preview on Match 2018, me and my friend took a vocation in Jogja in the content of a 6th grade farewell. We left from home at 6 Am by bus, the trip takes about 4 hour. In the middle of the trip we song and told stories together so that the trip didn't feel boring. After 4 hours of our trip to Jogja around 10 Am. We want straight to the first tourism spot namely Taman Pintar. In the Taman Pintar we have a looked in order to increase our knowledge for 3 hours we want</p>
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				<p>around on circles in the Taman Pintar. There we had lunch boxes with our friends dan teachers who had been provided by the school. From the first tourist spot we continued our journey at the second tourist spot, namely the Gembiraloka Zoo there we could saw many types of animals from elephants, snakes, fish and others. the last tourist spot is Malioboro there. We took a walked while shopping for souvenirs. After we finished we gathered in the</p>
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					<p>parking lot to get ready to go home, but before that we stopped for dinner at one of the restaurants in the Malioboro area.</p> <p>on the way home we all fell slept due to exhaustion until finally we got home safely.</p>
12/18/2020 16:19:22	Yulifaturrohmah	8E	2 9	Corona arrival	<p>2020 is a year that is hard to forget. The arrival of the corona in 2020 is making people nervous. Corona comes with negative effects such as not being allowed to leave the house. But the arrival of this corona also has a positive impact.</p> <p>The positive impact</p>

				<p>is hard for me to forget, namely being a person who can be more grateful. And also in 2020, I have become acquainted with many people through social, who can help me with my assignments. Besides that, it can also accompany me while at home, so I don't get bored. This year there are many lessons that can be taken. Like, in the past I wanted to take a long holiday but now it's a long holiday but it turns out that school is better. And during this year, my family and I spent more</p>
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					time together. In my opinion, this year is a different year from the previous year. This year there are many lessons to be learned and beautiful moments.
12/18/2020 19:05:13	CantikaDewi tri hardanti	8E	7	We visit Jakarta	Last Holiday my family went to Jakarta, We leave our city to Jakarta using car. It was my first time to visit Jakarta, after we arrive we stay in hotel for take a rest. Tomorrow we go to Monas, after that my parents go to McD to have lunch. Until evening we expense in the mall,my sister spend the most of

					<p>the money,after the shopping we go to a spa to relax our body,after we finished we finally got to our hotel,we package our thing and go to sleep,the day after that we go home</p>
12/18/2020 19:13:41	Salasatulzulfania	8E	2	Picnic to Jogja	<p>May 1,2019 me and my classmates went on a picnic to Jogja. We went by bus. I myself got the 5th place. In the morning at 5 o'clock we have gathered near the T-junction.Bus until 05.30.Begins with praying and then we go to Jogja for vacation.Our first goal is prambanan temple. Proceedto the zoo</p>

					<p>or commonly called GembiroLuko.For lunch we go to the place that has been ordered. When the afternoon arreed we were our last destination,that is Monjali(Monumen Jogja Kembali). Before going home we stopped by to eat and buy souvenirs.Until 8 o'clock we end shopping and go home. 12 o'clock you arrive at their respective homes then rest.</p>
12/18/2020 20:00:09	Muhamad daffasaputra	8E	1 3	The championship experience	<p>Two years was the best experience I've ever got. I was the first winner of OSN IPA competition.</p>

					<p>I love science lesson since childhood. I practiced so hard before I the D-day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in myself.</p> <p>That's why winning OSN IPA competition meant so much to me.</p>
12/19/2020 2:01:21	Sabrina zahratulsita	8E	1	2 mother's birthday	<p>on 21 march 2019 my mother's birthday. me, dad, and my sister wanted to give a gift to mom. we planned a simple dinner. two days before my dad and</p>

					<p>I planned the food we would make because it was my mother's birthday, dad, and my brother cooked it himself. the next day my father and I went to the market to buy ingredients, my father and I were a bit confused because we rarely shop directly at the market. I didn't know our plans because mom was busy for work. until the mixture became messy. a few hours later the food was ready. although it was not as good as mom's cooking, but we are sure you would like it. at exactly 8:00 p.m.</p>
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					<p>mom came home, we gave a surprise to mom. mom felt happy even though it's not luxurious but mom I feel happy. Me, sister, and father because you have been taking care of us. Thank you mom</p>
12/18/2020 7:31:05	Noval setiawan	8E	1 8	My first time in Yogyakarta	<p>My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at</p>

				<p>night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.</p> <p>In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a</p>
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				<p>house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.</p> <p>On the second day, all of us went to Malioboro street. We saw so many merchant with several of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word “Yogyakarta” printed on it, while my sister bought some leather handbag. My mom dad were busy</p>
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				<p>choosing some merchandise to be brought home when we go back.</p> <p>On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.</p> <p>We spent the rest</p>
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				<p>of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day, that was the reason why we decided to spend more time in air conditioned building like this.</p> <p>On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We</p>
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				<p>took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.</p> <p>We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, MalioboroMall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during</p>
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					the day, that was the reason why we decided to spend more time in air conditioned building like this.
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Appendix III.



PEMERINTAH KABUPATEN GROBOGAN
DINAS PENDIDIKAN
SMP NEGERI 1 GODONG
TERAKREDITASI : A (UNGGUL)



Keputusan Badan Akreditasi Nasional No.A89/BAN-SM/SK/2019 Tanggal 27 Mei 2019
Jalan M.T. Haryono 31 ■ (0292) 659046 Godong Kab. Grobogan ■ 58162 E-mail : smp1godong@yahoo.co.id
Website : www.smpn1godong.sch.id – E-mail : info@smpn1godong.sch.id

SURAT KETERANGAN
Nomor : 421.5/361/2020

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Godong Kabupaten Grobogan :

Nama : Drs. BAMBANG SETIAWAN, M.Pd
NIP : 19680625 199702 1 001
Jabatan : Kepala Sekolah
Pangkat/ Gol : Pembina, IV/a

Menerangkan bahwa

Nama : TRI AYU WILIS ANANDA
NIM : 2201413037
Perguruan Tinggi : Universitas Negeri Semarang
Fakultas/ Program Studi : Bahasa dan Seni, Pendidikan Bahasa Inggris, S1

Yang bersangkutan telah melakukan penelitian dalam rangka pembuatan skripsi di SMP Negeri 1 Godong Kabupaten Grobogan dengan judul,
"AN ANALYSIS OF STUDENTS ERROR IN USING PAST TENSE IN WRITING RECOUNT TEXT".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Godong, 19 Desember 2020
Kepala Sekolah,



Drs. BAMBANG SETIAWAN, M.Pd
NIP. 19680625 199702 1 001