



## **Error Analysis Using Simple Past Tense in Writing Recount Text**

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### **Abstract**

This paper discusses about the students problem in writing especially recount text at SMA Negeri I Wundulako. The objective of the research was to analyse the errors of using simple past tense sentences in recount text that will be made by eleventh grade students. The design of the research was qualitative content analysis. To collect the data for the research, the researcher conducted a writing test to. The result of the research showed that the students are still lacking in understanding the vocabulary, especially verbs, and also the formula pattern of the simple past tense, thus, causing errors. Which include: Error of omission, addition, miss-information, miss-ordering and Error of preposition. The researcher was able to find out that, the highest number of errors made by SMA Negeri 1 Wundulako students in grade eleventh IPA 3 in writing recount text using the simple past tense were students with code SN-14, with the error frequency is 8 and the percentage is 7.47%, out of a total of 107 errors. Error of omission was carried out by 20 students; with total error is 34 and percentage 31.77%. Meanwhile, Error of addition was carried out by 12 students; with total error is 17 and percentage 15.88 %. Then, Error of miss-information was carried out by 11 students; with total error is 18 and percentage 16.82%. Then, Error of miss-ordering was carried out by 14 students, with total error is 17 and percentage 15.88%, and finally, Error of preposition carried out by 18 students, with total error is 21 and percentage 19,62%

**Keywords:** Error, Writing, Recount text, Simple Past Tense

## A. Introduction

Recount text is defined as a piece of text that retells events aimed to provide the people a description of what happened and when it happened. The important thing about recount text in the teaching learning process especially in Indonesia is, the students need to learn this subject because recounts are the simplest text type rather than the other genre. Therefore, the students also should have mastered this subject. Relating to the description above, it can be concluded that recount as a piece of text that produces past incidents which happened in order and related in a specific connection. In writing recount text, it is dominated by the use of simple past tense. Simple past tense is a part of tenses that an event had occurred in the past. The researcher obviously knows that simple past tense is used to show an activity that is done in a certain time in the past. Based on the English syllabus for Senior High School, the students are required to be competent to write some texts. One of them is recount text using simple past tense.

Richards (2016) says that error analysis is the study of errors written by second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials

Students have difficult to change the form of sentences and combine them from a word into a sentence. They seem to have some problems in mastering and using grammar, especially regarding the use of appropriate tenses. However, when students write something, they find many difficulties in writing rules. Not a few students who do not know the meaning of words and word functions, English. In addition, they don't know what form of words they want to use in making a sentence. Therefore, errors often occur in the preparation or creation of sentences.

## B. Literature Review

### 1. Error Analysis

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 (TL) and that TL itself. According to Brown (2000) that errors can be observed, analyzed and classified to reveal something of the system operating within the learner, leading to a rush forward of the study of the learner's errors. Error analysis has played an important role in creating a different perspective. Error should be regarded as normal and inevitable features of target language learning. The development pattern of error in an individual learner should be taken as evidence not of failure and weakness but as important not least for its representation of the role of the learner, who is seen no longer as a more passive recipient of the target language input, but as playing an active role in the learning process.

#### a. Interference

A sentence in the target language is interfered with by the mother tongue. This error refers to the different rules of the languages. As known, the second (L2) is the language used by the learners after mastering the first language (L1). In such a condition, mastering of L1 is better than L2 Therefore; the possibility of mastering the first language is higher of L2 influence either in Phonology, morphology, syntax, or lexicon Brown in (Hayati, 2017).

#### b. Intra-Language

The concept of Intra-Language (LI) might be better understood if it was thought of as a continuum between the first language (L1) and second language (L2) along which learners traverse. According to Slinker in (Hayati, 2017), one of the major issues for which any description of Intra-Language (LI) must account is the phenomenon of fossilization. Coder in (Hayati, 2017), also suggests that once a language learner's Intra-Language grammar is sufficiently developed to enable the learner to communicate adequately for his or her purpose.

#### c. Bilingual

The term bilingualism refers to the use of two languages. Sociolinguistics, in general, bilingualism is meant as the use of two languages by a speaker in his or her interaction with others interchangeably Mackey and Fishman, in (Hayati, 2017). To be able to use two languages, people certainly have to master both of them. Firstly, they have to master their first language (L1) and secondly their second languages (L2) that are able to speak the two languages are called bilingual.

### 2. Types of Error

Types of error are dealing with the surface characteristic error that is often called surface strategy taxonomy. The researcher uses the surface strategy taxonomy because by analyzing the types of error based on the surface strategy taxonomy, some advantages can be obtained. There are four types of errors as stated by Dulay, Burt, and Krashen (2016). They are: Omission, Addition, Miss-formation, and Miss-ordering.

a. *Omission*

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance Dulay (2016). Learners make an incomplete sentence by omitting any morphemes. The grammatical morphemes are much more frequently omitted than content morphemes. For example:

The newspaper on the table last night.

Learners frequently make errors in nominal sentences by omitting to be of the sentence. Their sentence errors are influenced by the native language rules. This influence of native language often swindles the learner to make similar errors.

For example:

Marry President new company.

The correct sentence is:

Marry is the president of the new company.

b. *Addition*

When the omission describes the absence of something important in sentence structure, there is an opposite called addition errors (Dulay, 2016). It can be characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors: double marking, regularization and simple addition.

1) *Double Marking*

Addition errors which are classified into double markings are found in negative sentences. For example:

Jack didn't ate your fried chicken.

The correct sentence is:

Jack didn't eat your fried chicken.

The sentence uses double marking to indicate past form by representing both auxiliary and the verb. Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions.

2) *Regularization*

Regularization is a type of 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. For example in the word:

"sheeps", the correct plural form of "sheep" is "sheep", not "sheeps"

The other example is:

"readed", the past tense form of "read" is "read", not "readed".

They are both regularizations in which the regular plural and past tense markers -s and -ed, have been added to items which do not take markers.

3) *Simple Addition*

It is an additional error that is double marking or regularization. No particular features characterize all additional errors, that is, the use of an item should not appear in well-formed utterances. Example:

The fishes doesn't live in the water.

The correct sentence is:

The fishes don't live in the water.

He adds "does" for fishes. The well-formed sentence is

3. *Miss-formation*

Miss-formation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in Miss-formation errors the learner supplies something, although it is incorrect. For example:

The dog eated the chicken.

A past tense marker was supplied by the learner; it was just not the right one. There are three types of Miss-formation errors:

1) *Regularization errors*

The regularization errors that fall under the Miss-formation category are those in which a regular marker is used in place of an irregular one, as in readed for read.

2) *Archie-forms*

It is the form selected by the learner. A learner may temporally select just one of the English demonstratives such as, “this”, “that”, “these” and “those” to point out an object that should be in singular but the learner uses it in plural and vice versa, as in that cats or that dog

### 3) *Alternating Forms*

As the learner’s vocabulary grows, the use of alternating forms often gives way to the apparently free alternation of various members of class with each other.

For example, in the case of pronouns, a learner alternates the use of him or her, them for it; in the case of tense, the learner uses perfect form for the past, etc.

### 4. *Miss-ordering*

Miss-ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error can be caused by the word-for word translation of native language surface structure.

For example:

I don’t know what is that.

Here, the learner miss-order the word “is”

The correct sentence is:

I don’t know what that is.

### 3. *Recount Text*

Recount text is a text to retell past events for the purpose of informing or entertaining. According to Betty Schramper Azar (2016), recount text is the material taught in the odd semester of the tenth grade Senior High School students. Usually they write recount text to retell the fascinating events that happened in the past, such activities during school holidays, unforgettable memories, vacation, etc.

From the description above, we can conclude that recount text is a text that is made based on events that have occurred, and is rewritten with the aim of informing or entertaining.

### 4. *Generic Structure*

#### 1) *Orientation*

This section provides information about who, where, and when the occurrence of such events.

#### 2) *Events*

Events are the series of occasions which are usually arranged in chronological order.

#### 3) *Reorientation*

This section serves as a cover story that summarizes the sequence of events or activities that have taken place.

## **C. Methodology**

### 1. *Research Design*

Design of the research is qualitative content analysis, Content analysis represents an analysis method that is based on an emblematic form of material gathered through communication processes, for instance, images as well as written documents. Moreover, this analysis method provides the researcher with a structural and methodical procedure to evaluate collected data sets. Various requirements and evaluation principles ensure an accurate analysis process and the transparency of all assessment phases during the evaluation process to guarantee validity and comprehensibility.

### 2. *Participants/Respondents/Population and Sample*

Eleventh grade students of SMA Negeri 1 Wundulako were the participants of the research. The researcher chooses the students because they have finished receiving recount text material completely at high school level, when compared to the level of other classes. Then, the researcher will take class XI IPA3, which consists of 25 students as sample of this research.

### 3. *Technique of Data Collection*

Qualitative content analysis is important to determine the primary material that will be analyzed during the process. Mayring (2015), indicates four steps for consideration: 1. The explanation of the test was going to be given. 2. Each student was given the test and asked them to answer the test properly. 3. After finishing doing the test on the time provided, their answer sheets were collected. 4. The students’ answers were going to be evaluated.

### 4. *Instruments*

#### 1. Test

Test is used to measure the capabilities of the object of the research (Arikunto, 2010). Especially for learning achievements that are commonly use in school. The main instrument is a writing test, about recount text. With the theme: telling the most enjoyable moments or unforgettable moments they have experienced using simple past tense.

## 2. Observation Checklist

For the test the researcher asked the students to write recount text, which uses simple past tense. The test consists of 75 words, and also the researcher will use a table of observation checklists. Reiger (2012), the checklist approach is appropriate for the intended use of the evaluation and answering the evaluation questions. In addition, the checklist can collect high-quality and reliable qualitative evaluation data, the checklist also analyzes and reports the findings of qualitative evaluations. From the above definition we can conclude if the observation checklist is very useful for researchers because researchers can provide an evaluation of the results of student writing with the type of error classified based on the research plan.

Table 3.1 Observation Checklist of Error Classification

Code	Error Identification	Error Correction
SN 1		
SN 2		
SN 3		
.....		

Table 3.2 Observation Checklist of Types of Error Made by Students

SN	E1	E2	E3	E4	E5	Frequency	Percentage

Table 3.3 Observation Checklist of Error Frequency

Error Types	Frequency of Errors	Percentage (%)
Omission		
Addition		
Miss-information		
Miss-ordering		

## 3. Documentation

According to Arikunto (2010), the Documentation method is collecting data on things or variables such as notes, transcript, books, newspapers, magazines, inscriptions, agendas, etc. For the documentation the researcher will take pictures using a phone

## 5. Technique of Data Analysis

According to (Creswell, 2016:236) analyzing qualitative data requires Understanding how to make sense of text and image so that the researcher can answer their research question. There are fourth steps in analyzing and interpreting qualitative data. Doing the analysis, the researcher goes through the following steps:

1. Coding the data
2. Identifying the data
3. Classifying the errors based on the types of errors used
4. Drawing the conclusion and suggestion based on the data analysis

## D. Findings and Discussion

### 1. Findings

The data of this research was the students recount text writing that was produced by eleventh grade students of SMA Negeri 1 Wundulako. After writing the recount text, the students then gave their assignment to the researcher right away. Then, the results of the students assignments will then be identified whether they contain errors or not. The first step to

identify errors is to underline the error word or sentence and add notes under the word or sentence with the error type: Omission, Addition, Miss-information, Miss-ordering, and Preposition.

The errors found in the students' writing were very large and complex. They differ in type, and source of error. The errors also come from different students. Therefore, the researcher used coding for the data. The coding of the data makes it easier for researchers to analyze errors in the second step, Description of errors.

### 1. Description of Error

After reading and identifying those errors, the researcher then described the errors. The errors were described by grouping them in the more detailed classification.

#### A. Omission

Omission errors found were:, 1) Omission of to be Was/were, 2) Omission of past marker from the suffix -ed in past regular, 3) Omission of the main verb, and the last 4) Omitting to be did/didn't.

**Table 1 Omission of to be Was/were**

Student Code	Error Identification	Error Correction	Error Description
SN-2	L5: 1. we informed about this learning activity	1. we <u>were</u> informed about this learning activity	1. Omitting to be was/were
SN-9	L1: 1. I in semester	1. I <u>was</u> in semester	1. Omitting to be was/were
SN-12	L4: 1. I in elementary to middle school.	1. I <u>was</u> in elementary to middle school.	1. Omitting to be was/were
SN-13	L11: 1. I not at all interested in Korean films	1. I <u>was</u> not at all interested in Korean films	1. Omitting to be was/were
SN-17	L1: 1. I invited by a friend to attend a birthday party	1. I <u>was</u> invited by a friend to attend a birthday party	1. Omitting to be was/were
	L4: 2. I happy because one of my best friends	2. I <u>was</u> happy because one of my best friends	2. Omitting to be was/were
	L9: 3. I also exposed to the Flour	3. I <u>was</u> also exposed to the flour	3. Omitting to be was/were
SN-18	L9: 1. She accusing me of being a thief.	1. She <u>was</u> accusing me of being a thief	1. Omitting to be was/were

Based the results of the analysis that have been done by researcher, several types of omission errors were found omission of to be in past tense was/were where there are 11 sentences of 6 Students.

**Table 2 Omission of past marker from the suffix -ed in past regular**

Student Code	Error Identification	Error Correction	Error Description
SN-2	L11: 1. the teacher <u>allow</u> us	1. the teacher <u>allowed</u> us	1. Omitting past marker from the suffix -ed in past regular
SN-4	L5: 1. After we <u>change</u> clothes,	1. After we <u>changed</u> clothes,	1. Omitting past marker from the suffix -ed in past regular
SN-7	L5: 1. I <u>start</u> to open the MOBA game	1. I <u>started</u> to open the MOBA game	1. Omitting past marker from the suffix -ed in past regular 2. Omitting past marker from

	L6: 2. I <u>achieve</u> the title of Win strike L12: 3. I end the game,	2. I <u>achieved</u> the title of Win strike 3. I ended the game,	the suffix -ed in past regular 3. Omitting past marker from the suffix -ed in past regular
SN-11	L3: 1. who have also <u>play</u> with me	1. who have also <u>played</u> with me	1. Omitting past marker from the suffix -ed in past regular
SN-14	L14: 1. I also clear my Doubts	1. I also <u>cleared</u> my Doubts	1. Omitting past marker from the suffix -ed in past regular
SN-18	L13: 1. Without me knowing it turn out	1. without me knowing it <u>turned</u> out	1. Omitting past marker from the suffix -ed in past regular
SN-19	L1: 1. I have gather with my family.	1. I have <u>gathered</u> with my family	1. Omitting past marker from the suffix -ed in past regular
SN-20	L2: 1. I was gather at my friend's house	1. I was <u>gathered</u> at my friend's house	1. Omitting past marker from the suffix -ed in past regular
SN-22	L6: 1. I intend to save up money L11: 2. He ask me why my face looked L13: 3. Then he ask me to accompany him	1. I <u>intended</u> to save up money 2. He <u>asked</u> me why my face looked 3. Then he <u>asked</u> me to accompany him	1. Omitting past marker from the suffix -ed in past regular 2. Omitting past marker from the suffix -ed in past regular 3. Omitting past marker from the suffix -ed in past regular
SN-24	L8: 1. we have prepare some food	1. we have <u>prepared</u> some food	1. Omitting past marker from the suffix -ed in past regular
SN-25	L1: 1. I have plan to continue my school L3: 2. I prepare uniforms and other school	1. I have <u>planned</u> to continue my school 2. I <u>prepared</u> uniforms and other school	1. Omitting past marker from the suffix -ed in past regular 2. Omitting past marker from the suffix -ed in past regular

## 2. Addition

There were four kinds of Addition error that are: 1) Adding double marking "to be was/were, 2) Addition of suffix-es simple edition (no particular features characterize), 3) Addition, of suffix -s simple edition (no particular features characterize), and the last 4) Addition, of suffix -ed simple edition (no particular features characterize).

**Table 3 Adding double marking to be was/were**

Student Code	Error Identification	Error Correction	Error Description
SN-2	L13: 1. we <u>were</u> felt happier	1. we felt happier	1. Adding double marking "to be was/were"
SN-3	L13: 1. I <u>was</u> took my steps backwards	1. I took my steps Backwards	1. Adding double marking "to be was/were"
SN-4	L10: 1. Imran <u>was</u> played a reggae song.	1. Imran played a reggae song.	1. Adding double marking "to be was/were":

SN-5	L9: 1. I <u>was</u> have bought some clothes	1. I have bought some Clothes	1. Adding double marking "to be was/were"
SN-8	L4: 1. I <u>was</u> and some of my friends	1. I and some of my friends	1. Adding double marking "to be was/were"
SN-11	L5: 1. After we <u>were</u> arrived at the venue	1. After we arrived at the venue	1. Adding double marking "to be was/were"
SN-14	L10: 1. I <u>was</u> still felt nervous and had negative thoughts	1. I still felt nervous and had negative thoughts	1. Adding double marking "to be was/were"

Based on the results of the analysis that have been done by researcher, several types of addition errors were found adding double marking to be was/were where, there are 9 sentences of 9 students.

### 3. Miss-information

The kinds of Miss-information error found were: 1) Miss-formation of Irregular Past Verbs, 2) Miss-formation of using Alternating Forms "pronoun", 3) Miss-formation of using Archie-forms "this", "that", "these" and "those" and the last 4) Miss-formation of To Be: was, were

### 4. Miss-ordering

There were six kinds of Miss-ordering error that are: 1) Miss-ordering of Subject-Verb, 2) Miss-ordering of Verb-Object, 3) Miss-ordering of to be (was/were), 4) Miss-ordering of Subject-adjective, 5) Miss-ordering of Subject-Object and the last 6) Miss-ordering of Subject-to be

Table 4 Types of Error Made by Students

SN	E1	E2	E3	E4	E5	Frequency	Percentage
1	0	1	1	0	1	3	2.80%
2	2	3	0	0	1	6	5.60%
3	1	1	2	1	1	6	5.60%
4	2	1	2	0	1	6	5.60%
5	0	2	2	0	0	4	3.73%
6	0	1	0	0	1	2	1.86%
7	3	0	0	1	1	5	4.67%
8	1	1	3	1	0	6	5.60%
9	1	1	0	2	0	4	3.73%
10	0	0	1	1	1	3	2.80%
11	1	1	1	1	1	5	4.67%
12	1	0	0	0	0	1	0.93%
13	1	0	0	1	1	3	2.80%
14	1	2	2	1	2	8	7.47%
15	1	0	0	1	0	2	1.86%
16	0	0	2	2	1	5	4.67%
17	3	0	0	0	1	4	3.73%
18	2	0	0	2	2	6	5.60%
19	2	0	0	1	1	4	3.73%
20	3	0	0	0	1	4	3.73%
21	1	0	1	0	1	3	2.80%
22	4	0	0	0	1	5	4.67%
23	1	1	0	0	0	2	1.86%

24	1	2	0	1	1	5	4.67%
25	2	1	1	1	0	5	4.67%
TTL	34	17	18	17	21	107	100%

Based on the table above, the researcher found the error types in recount text writing assignment which frequently made by the students, Error of omission was carried out by 20 students; with total error is 34. Meanwhile, Error of addition was carried out by 12 students; with total error is 17. Then, Error of miss-information was carried out by 11 students; with total error is 18. Then, Error of miss-ordering was carried out by 14 students, with total error is 17, and finally, Error of preposition carried out by 18 students, with total error is 21 and percentage 19.62%.

## 2. Discussion

### 1. Types of Error on the Use of Simple Past Tense

Based on the finding above, the researcher found the error types in recount text writing assignment which frequently made by the students as below:

The total of errors on the use of Simple Past Tense made by the eleventh grade students of SMA NEGERI 1 WUNDULAKO in their Recount text writing were 107 errors. These errors were found that are: In the types of Omission which include. To be Was/were, past marker from the suffix -ed in past regular, the main verb, and to be did/didn't, then, addition which include, addition of suffix (-s,-es and-ed) simple edition, double marking ("to be was/were"), then, miss-information which include, miss-formation of Irregular Past Verbs, alternating Forms (pronoun), Archie-forms ("this", "that", "these" and "those") and to be: was, were, then, miss-ordering which include, miss-ordering of subject-verb, Subject-adjective, subject-object, Subject to be, verb-object, to be (was/were), and the last preposition which include, omitting of preposition for noun, time, and place, Adding of preposition for time and noun, miss-informing of preposition for place, time, and noun.

Each type of the above errors covers some crucial different concepts, because of the mastery of using the right vocabulary and grammatical rules of the language that have not been fully understood by students when making a sentence. As stated by Corder in (Umar, 2017) "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. So, in this case, the learner's tries to derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language".

The researcher was able to find out that, the highest number of errors made by SMA NEGERI 1 WUNDULAKO students in grade eleventh IPA 3 in writing recount text using the simple past tense were students with code SN-14, with the error frequency is 8 and the percentage is 7.47%, out of a total of 107 errors. Meanwhile, Error of omission was carried out by 20 students; with total error is 34 and percentage 31.77%. Meanwhile, Error of addition was carried out by 12 students; with total error is 17 and percentage 15.88 %. Then, Error of miss-information was carried out by 11 students; with total error is 18 and percentage 16.82%. Then, Error of miss-ordering was carried out by 14 students, with total error is 17 and percentage 15.88%, and finally, Error of preposition carried out by 18 students, with total error is 21 and percentage 19.62%.

From some of the error classifications above, we can see that omission errors are the most widely made by students, this error is in accordance with the level of difficulty in writing skills as stated by Dulay in (Afifatul, 2016), omission errors are characterized by the absence of an item that must appear in a well-formed utterance Learners make an incomplete sentence by omitting any morphemes. The grammatical morphemes are much more frequently omitted than content morphemes.

According to Richard (2017) that the sources of error are divided into three types: inter-lingual, intra-lingual or developmental error, and context of learning. Interlingua error came because of the role of a First language or mother tongue. In this case, Indonesian was their first language. Most of them made these errors because imitating the First Language rules, their habitual utterances, and sometimes incorrect translation from first language to second language. Interlingua happened because of the interference of the mother tongue, intralingua errors also happened mostly because the learner was unable to perform good sentences in second language during their low understanding second language rules. Sometimes they overgeneralized the sentence by mixing two different rules in one utterance, ignored the

restriction of rules, made the incomplete application of rules, and hypothesized the false concept.

## E. Conclusion

The total of errors on the use of Simple Past Tense made by the eleventh grade students of SMA NEGERI 1 WUNDULAKO in their Recount text writing were 107 errors. These errors were found that are: In the types of Omission which include. To be Was/were, past marker from the suffix -ed in past regular, the main verb, and to be did/didn't, then, addition which include, addition of suffix (-s,-es and-ed) simple edition, double marking ("to be was/were"), then, miss-information which include, miss-formation of Irregular Past Verbs, alternating Forms (pronoun), Archie-forms ("this", "that", "these" and "those") and to be: was, were, then, miss-ordering which include, miss-ordering of subject-verb, Subject-adjective, subject-object, Subject to be, verb-object, to be (was/were), and the last preposition which include, omitting of preposition for noun, time, and place, Adding of preposition for time and noun, miss-informing of preposition for place, time, and noun.

From the classification of the types of errors made by the eleventh grade students of SMA NEGERI 1 WUNDULAKO in their Recount text writing with Using simple past tense, the students are still lacking in understanding the vocabulary, especially verbs, and also the formula pattern of the simple past tense. Thus, causing errors. Which include: Error of omission was carried out by 20 students; with total error is 34 and percentage 31.77%. Meanwhile, Error of addition was carried out by 12 students; with total error is 17 and percentage 15.88%. Then, Error of miss-information was carried out by 11 students; with total error is 18 and percentage 16.82%. Then, Error of miss-ordering was carried out by 14 students, with total error is 17 and percentage 15.88%, and finally, Error of preposition carried out by 18 students, with total error is 21 and percentage 19.62%.

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