An Analysis Of Students’ Errors in Using Simple Past Tense in Writing Recount Text at Senior High School Indramayu

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ABSTRACT

Writing is one of the skills in English which is quite difficult to master because writing is a thinking activity or thought process that we put into the form of text or sentences. This research was conducted to find out the errors that appeared in students' writing, especially in recount text. The research was carried out using a qualitative method which used document instruments from the results of students' writing on recount texts. Then, from the results of the documents written by the students, the researchers examined them to find out what errors often appeared in student writing, especially in recount texts. The results of this study show that errors in students' writing include omission, addition, misformation, and misordering. Then the results of this study also show that the most frequent errors in student writing are misformation with a total of 177 errors, the second is misordering errors with a total of 17, the third is omission errors with a total of 8, and the last is addition errors with a total of 4. The results of this study provide significant results for teachers especially students. A significant research result for teachers is being able to provide evaluations of their teaching methods to provide more effective methods. Then the results of this study provide evaluations to students on how they do something, especially in writing activities.

Keywords: writing; recount text; past tense

INTRODUCTION

Writing as a productive skill is an important skill to learn because someone who has writing skills can express their words or ideas through the written form to achieve their goals and objectives. The statement is supported by Hasani in Fitria (2020) defines writing is an activity related to a person's personality in conveying an idea, concept, or feeling in written form with the aim that the reader can receive the idea or message conveyed by the writer. It means that writing is an activity related to a person's personality in conveying an idea, feeling, or concept with the aim that the reader can accept the idea, feeling, or concept that the author wrote. Thus, according to Pratiwi (2016) states that mastering writing skills can help students become stronger in education and professional fields by mastering writing structures such as vocabulary and idioms as one of the important things in learning English. Writing is one of the important skills to learn for students, because mastering writing skills
for students is important not only for the world of education but also for their social environment, especially in their professional life in the future. Furthermore, based on the 2013 curriculum, there are significant differences related to the objectives of learning English, especially in senior high school, where students are expected to be able to arrange texts systematically and logically through exercises given by the teacher. However, in fact, it is undeniable that mastering writing skills are a difficult thing for students because there are still many students who have difficulty writing using English language.

Writing is not an easy skill in learning English, especially for foreign English students. When the students write in English, they will have errors in writing using English language. Many types of errors are made by students when they write in English, including punctuation, spelling, and grammar. According to Susanti (2017), Grammar is one of the students' mistakes that often appear when they write in English. For foreign students like in Indonesia, writing in English is not an easy thing to change form and combine words into sentences. They seem to have a problem mastering English grammar, especially about tenses. Past tense is a part of grammar form that often appears in students' mistakes when writing using English language.

According to Daniel (2019) defines simple past tense is a tense that talks about an activity or situation which has happened at a certain time in the past. Furthermore, according to Rahmawati (2019) stated that the use of the past tense in complex English writing often makes students confused. In fact, writing in English is not an easy thing for some students, especially when they use the past tense. There are still many students who find it difficult and confused when they write English using the past tense. Because for foreign students like in Indonesia there is no time structure in writing a sentence.

There are several previous studies that related to the error analysis in writing. The first study was conducted by Karim (2018). He analyzed the error analysis in EFL students’ in writing argumentative essays. The result showed that the common errors in EFL students’ in writing argumentative essays are grammar, misinformation, misordering, and overgeneralization. The second previous study was conducted by Prakoso (2021). He analyzed an error analysis of using simple past tense in descriptive text written. The research found that the highest of error type that made by the students was omission, and then the lowest error types were addition and misordering. The third study was conducted by Putri (2017). She analyzed about “An Error Analysis on the Use of Past Tense in Narrative Text”. The result of the research found four types of errors in using past tense in narrative text. The researcher found the highest error made by students is misinformation. This problem was influenced by students who felt confused to understand simple past because they did not know the meaning and differences between the regular verb and irregular verb.

Those previous research discuss some scope of context, in this case this is the types of genre, the first was argumentative essay, the second was descriptive text, and the last was narrative text. Meanwhile, in teaching writing also discusses recount text. Less research investigates errors in the type of recount text. Thus, the writer will fill the gap by analyzing the errors that have been made by students in using the simple past tense in the recount text.
Literature Review

According to Kareviati (2019), writing is a thinking process. This idea is supported by Harris (2014), who also explains that writing is a thinking process to find ideas, think about how to put ideas into good writing, and organize ideas into sentences and paragraphs. This shows that writers are expected to explore their ideas and arrange them into good paragraphs.

In addition, Niño and Páez (2018) also stated that writing is the ability to put pen and paper to express ideas through symbols; in this way, the representation on paper will have meaning, and the writing can be communicated to the reader by the writer. It can be said that writing skills are abilities that help writers put their ideas into words or in a form that makes the writing meaningful. Writing is not only about conveying ideas but also about self-representation.

Writing requires hard thinking to formulate ideas into words, words into sentences, and sentences into paragraphs. This is in line with what was stated by Argawati (2018) that writing is producing something in written form then people can read and use it. Therefore, compiling paragraphs in writing activities takes a lot of time. As explained by Mundriyah (2016), writing skills can develop rapidly when students' interests are recognized and they are given many opportunities to write. In addition, Sadiah (2019) also argues that writing is often not time-bound like a conversation. When writing, students often have more time to think than they do in oral activities. They can search what they know in their minds and even consult a dictionary.

Based on those definitions, it can be said that writing is a process of finding ideas, thinking about how to put ideas into good writing, and organizing ideas into sentences and paragraphs. Writing is also the ability to put pen and paper to express ideas through symbols to produce something in written form so people can read and use it. Writing is a way to produce language and is a creative act in expressing ideas as a tool to communicate indirectly.

According to Hamid (2014), a recount text is a piece that retells past events regularly and aims to describe what has happened. In a recount text, a writer tells the reader about their personal experience or tells the reader about someone else's experience. In other words, a recount text is a text that retells events or experiences that happened in the past.

Meanwhile, Djuharie (2009) stated that a recount is a type of essay whose contents report events or activities experienced by someone, and the purpose of the recount essay is to inform or entertain the reader. This is also stated by Saragih (2014) that recount texts are written to report experiences from a series of related events, inform an event, or entertain people. It can be said that a recount text is a text talked about someone who aims to entertain the reader or listener.

Recount text is the simplest type of text in the genre. Formally, a recount is a sequential text that does little more than a sequence of a series of events (Knapp, 2005). Kusuma (2015) states that recount text tells the reader or listener what happened in the past.
through a series of events. Then, according to Lubis (2014), a recount is telling someone about something you have experienced. So, the writer concludes that the recount text is a text that tells the events or experiences of the author through a series of events.

Recount text begins with some form of orientation about who, what, where, when, and why the text was introduced. A series of events arranged chronologically follows this. There may be some form of a closing statement or re-orientation at the end (Hyland, 2009).

There are several abilities to identify recount text, they are:

1. **Orientation**

   Hyland (2009) stated that orientation is background information that answers who, when, where, and why. It is also where writers provide an outline of what they wrote.

   Meanwhile, according to Sue (2010), orientation provides all the necessary background information to enable the reader to understand the text. To ensure that orientation is specified using the 5 W (who, what, when, where, and why). The author needs to provide information about what happened, who or what was involved, when, where, and why it happened.

2. **Event**

   Hyland (2009) stated that events are where you write about things that happened and were identified and described in chronological order. Events should be chosen carefully to increase the reader’s understanding of the topic. Furthermore, events are usually ordered chronologically, so writers should be able to experiment with flashbacks or arrange events in order of importance. Unity between paragraphs is created through timing links (before, throughout, finally, and so on).

3. **Re-orientation**

   Hyland (2009) stated that the re-orientation expresses a personal opinion about the events described. In other words, this is where the author ends his writing; say how things are, tell how the author feels about things that happened, and mention something that will or may occur in the future. Re-orientation is the last part of making recount text. This last section concludes the recount by summarizing the results of assessing the importance of the topics covered. It serves as a closing statement in the recount text.

   Hyland (2009) stated that language features are needed in making recount text. According to Sue (2010), there are several language characteristics in writing recount text, such as:

   1. Simple past tense is the tense most often used in recount text. Because, as it is known that recount text is a type of text that describes events or activities that have started or ended in the past. Therefore, the author uses the simple past tense in the recount text to confirm an event or activity that has occurred.
2. Correcting the sequence of events using time connectors such as first, next, and last to connect separate occasions or paragraphs into one cohesive whole text. In addition, correcting the sequence of events in time can make it easier for readers to understand the text. Because, by correcting the sequence of events of the interconnected text, the reader can better grasp the purpose of a text.

3. Words related to time are called adverbs, for example, yesterday, outside, last year, and so on. The words in 1901, on top of Mount Kosciusko, denote a specific time and place.

In English, expressing events or activities in a sentence or paragraph must provide an adverb of time. Therefore, in English, there is a structure or rule in making a sentence or paragraph. The structure or sentence adverb of time in English is known as tenses. Based on Daniel (2019) explain that tenses are changes from verb forms based on time. Based on the explanation above, it can be concluded that English sentences use tenses to explain the timing of activities or events. In tenses, there are three types of adverbs of time, namely present, past, and future. In this study, the writer only focuses on the simple past tense.

Generally, simple past tense is one type of tenses grammar in English language. Based on the name, the past means it has happened or ended. In general, the simple past tense is a description of a sentence that shows an activity or event that has occurred at the end. Based on Cowan (2008), simple past tense is one type of tense that often appears with expressions that indicate a specific point in time when an event or action was carried out, such as yesterday, last week, at 10 o'clock, in the morning, and so on. The simple past tense is also usually indicated by the word -ed in regular verbs and other changes in the case of irregular verbs. Fitria (2020), also added that simple past tense is one of the tenses that shows an event or activity that has been completed in the past. According to Susanti (2017), the simple past tense is an event or activity that begins or ends at the end. Sari (2019), added that the simple past tense is an activity or event that is carried out by someone who is carried out at the end. Based on the explanations above, we can conclude that the simple past tense is part of the grammar used in English sentences to show the time of an activity or event that starts or ends in the past.

**RESEARCH METHOD**

This study refers to qualitative research. According to Creswell (2018), qualitative research focuses on data collection, analysis, and writing, but they are organized out of discipline and flow throughout the process of research. It means that qualitative was specific to the data from general, starting from collecting the data, analyzing, and writing the result. It means that this study is qualitative because the writer produces descriptive data. Through the qualitative research, the writer focused on analyzing the students’ errors in using simple past tense in writing recount text of tenth-grade students at SMAN 2 Indramayu. Following that, this study implemented a case study design. According to Hamid (2014), case studies are analyzes of people, events, decisions, periods, projects, policies, institutions, or other...
systems which are studied holistically with one or more methods. In this study, the writer analyze and describe the students' errors in using simple past tense in writing recount text. The writer observed the errors made by students, then identifies the errors, and finally classifies the errors based on the taxonomy cohesion that Dulay (1982) has classified.

**RESULTS AND DISCUSSION**

**The Students’ Types of Error on the Use of Simple Past Tense**

Based on the result of the data, many errors were found. The most frequent types of an error made by students occurred were misformation 177 times, misordering 17 times, omission 8 times, and addition 4 times.

**Table 1 Error of Omission**

<table>
<thead>
<tr>
<th>Student</th>
<th>Sentences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>S6</td>
<td>“We go home at 6 to get ready to bathe for maghrib prayer.” <em>(Line 16)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (We went home at 6 to get ready to take a bath for the maghrib prayer.)</td>
<td></td>
</tr>
<tr>
<td>S7</td>
<td>“When eid mubarak come, me and my family sholat eid fitri in masjid in the morning.” <em>(Line 10)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (When eid mubarak came, My family and I took Eid Fitri prayer at the mosque in the morning.)</td>
<td></td>
</tr>
<tr>
<td>S9</td>
<td>“I wake 6 and next bath.” <em>(Line 10)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (I woke up at 6 and next took a bath.)</td>
<td></td>
</tr>
<tr>
<td>S10</td>
<td>“Then sholat shubuh.” <em>(Line 2)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (Then, I took shubuh prayer.)</td>
<td></td>
</tr>
<tr>
<td>S11</td>
<td>“Next im lunch chicken noodle at 4.30.” <em>(Line 12)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (Next, I ate lunch with chicken noodles at 4.30.)</td>
<td></td>
</tr>
<tr>
<td>S15</td>
<td>“Next, I and family lunch.” <em>(Line 11)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (Next, My family and I ate lunch.)</td>
<td></td>
</tr>
<tr>
<td>S23</td>
<td>“I happy because I eat pempek and I happy because my family come here.” <em>(Line 21)</em></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(I was happy because I eat pempek and I was happy because my family came here.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Table 2 Error of Addition**

<table>
<thead>
<tr>
<th>Student</th>
<th>Sentences</th>
<th>Total</th>
</tr>
</thead>
</table>

“Next im go to go a mosque with my brader and sister crowded.” (Line 6)
- (Next, I went to a mosque with my brother and sister.)

1. “Then I go take a shower.” (Line 10)
- (Then, I took a shower.)
2. “I see the outside for my friend to come to go strolling with my friend.”
   (Line 11)
- (I saw the outside and strolled with my friend.)

“And go to healing go to the fren city.” (Line 11)
- (And went to refreshing to the friend’s city.)

<table>
<thead>
<tr>
<th>Student</th>
<th>Sentences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>S11</td>
<td>“Next im go to go a mosque with my brader and sister crowded.” (Line 6)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (Next, I went to a mosque with my brother and sister.)</td>
<td></td>
</tr>
<tr>
<td>S20</td>
<td>1. “Then I go take a shower.” (Line 10)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>- (Then, I took a shower.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. “I see the outside for my friend to come to go strolling with my friend.” (Line 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (I saw the outside and strolled with my friend.)</td>
<td></td>
</tr>
<tr>
<td>S32</td>
<td>“And go to healing go to the fren city.” (Line 11)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (And went to refreshing to the friend’s city.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

### Table 3 Error of Misformation

<table>
<thead>
<tr>
<th>Student</th>
<th>Sentences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>1. “In the morning I wake up and get the shower.” (Line 11)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>- (In the morning I woke up and got the shower.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. “After that I go to breakfast lontong, and I sleep again.” (Line 12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (After that I went to breakfast lontong, and I slept again.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. “I wake up at noon and then I immediately helped dad to burn the satay and we ended up eating the satay with family.” (Line 13)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (I woke up at noon and then I immediately helped dad to burn the satay and we ended up eating the satay with family.)</td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td>1. “At ten am, we prepare what to bring.” (Line 10)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>- (At 10 a.m, we prepared what to bring.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. “We all happy because playing and family.” (Line 21)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (We are all happy because played with family.)</td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td>3. “After finishing burning them me and my family eat it together.” (Line 23)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- (After finishing burning them My family and I ate it together.)</td>
<td></td>
</tr>
<tr>
<td>S4</td>
<td>1. “I pray and then I will go to my grandma home for telling and saying “minal aidzin wal faidzin”.” (Line 4)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- (I prayed and then I went to my grandma’s home for telling and saying “minal aidzin wal faidzin”.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. “After that, I eating snacks and chicken opor, and then I go to the beach until afternoon.” (Line 10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (After that, I ate snacks and chicken opor, and then I went to the beach until afternoon.)</td>
<td></td>
</tr>
<tr>
<td>S5</td>
<td>1. “I’m going to celebrate Eid Adha with my family.” (Line 3)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>- (I went to celebrate Eid Adha with my family.)</td>
<td></td>
</tr>
</tbody>
</table>
2. “After praying, I *ate* lontong sayur with my family.” (Line 12)
- (After praying, I *ate* lontong sayur with my family.)

3. “Then, I’m *going* to my neighbour for silaturahmi and for forgiveness.”
   (Line 14)
- (Then, I *went* to my neighbor for silaturahmi and for forgiveness.)

4. “Of course I *ask* them after my family.” (Line 15)
- (Of course, I *asked* them after my family.)

5. “In the afternoon, I *watch* my brother with his friend playing and looking for qurban in the neighbourhood.” (Line 16)
- (In the afternoon, I *watched* my brother with his friend playing and looking for qurban in the neighborhood.)

6. “In the evening, I *start* watching anime until 5.30 p.m.” (Line 21)
- (In the evening, I *started* watching anime until 5.30 p.m.)

7. “After that, I *have* a dinner with my family.” (Line 23)
- (After that, I *had* a dinner with my family.)

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1. “I *wake up* early in the morning.” (Line 11)
- (I *woke up* early in the morning.)

2. “After, tiktokan *calling* my friends to play with or *taking* a walk.” (Line 13)
- (After playing TikTok, I *called* my friends to play with or *took* a walk.)

3. “Me and my friend *propose* to go to sea in the afternoon.” (Line 15)
- (My friend and I *proposed* to go to sea in the afternoon.)

4. “After going to the sea we *go* home at 6 to get ready to bathe for the maghrib prayer.” (Line 16)
- (After going to the sea we *went* home at 6 to get ready to bathe for the maghrib prayer.)

5. “After isha *sleep*” (Line 18)
- (I *Slept* after isha.)

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1. “My family are *make* planning to events eid mubarak.” (Line 2)
- (My family *made* plans to eid mubarak events.)

2. When eid mubarak *come*, me and my family sholat eid fitri in masjid in the morning.” (Line 10)
- (When eid mubarak *came*, My family and I took eid fitri pray in mosque in the morning.)

3. “Then me and my family *go* to ziarah like praying to people or family was die.” (Line 12)
- (Then, My family and I *went* to ziarah like praying to people or family was die.)

4. “Then me and my family *eating* rendang, rendang by mother is delicious.”
   (Line 14)
- (Then My family and I *ate* rendang.)

5. “Me and my family *enjoy* and have fun to ied mubarak.” (Line 21)
- (My family and I *enjoyed* and have fun to ied mubarak.)

6. “In the night of a days in eid mubarak, me and my cousin *playing* game together.” (Line 22)
- (In the night of a day in eid mubarak, My cousin and I *played* game together.)
| S8 | 1. "After frey, me and my family for study to empang." (Line 2)  
- (After praying, My family and I visited empang.)  
2. “3 days after eid, I go straigh to school, for registrasi school.” (Line 11)  
- (3 days after eid, I went straight to school, for school registration.) |
| S9 | 1. "I wake 6 and bath and next the eat next i play handphone 10 minut.” (Line 10)  
- (I woke up at 6 and took a bath and next the ate next i played handphone 10 minutes.)  
2. “Next i go to mosque eid pray.” (Line 11)  
- (Next, I went to eid pray at mosque.)  
3. “Next, ai eat noodle and sleep.” (Line 13)  
- (Next, I ate noodles and slept.) |
| S10 | 1. "I wake up from bed direct do bath and then sholat shubuh.” (Line 2)  
- (First, I woke up at 5.00 to did pray shubuh.)  
2. “After that, I am eat and then go to masjid for sholat ied.” (Line 4)  
- (After that, I ate and then went to masjid for ied pray.)  
3. “After sholat ied direct holiday with my family go to bitch.” (Line 10)  
- (After ied pray, I directed a holiday with my family to go to beach.) |
| S11 | 1. “First time I’m wake up at 5.00 to do shubuh pray.” (Line 3)  
- (First, I woke up at 5.00 to did pray shubuh.)  
2. “Next i’m take a bath and breakfast.” (Line 4)  
- (Next, I took a bath and breakfast.)  
3. “Next i’m taking wudhu and ready for wearing a clothes.” (Line 5)  
- (Next, I took wudhu and ready for wearing clothes.)  
4. “Next i’m go to go a mosque with my brader and sister.” (Line 6)  
- (Next, I went to go a mosque with my brother and sister.)  
5. “Next im adha pray together.” (Line 7)  
- (Next, I prayed adha together.)  
6. “Next im listening khutbah.” (Line 7)  
- (Next, I listened khutbah.)  
7. “At 13.00 i’m go to the beach together with family.” (Line 10)  
- (At 13.00, I went to the beach together with family.)  
8. “There i’m playing sands with my sister, and i go ride bycicle form the sea to another sea.” (Line 11)  
- (There, I played sands with my sister, and I went ride bicycle form the sea to another sea.)  
9. “At 4.30 i’m go to back, but before go to back i’m silaturahmi with my family.” (Line 14)  
- (At 4.30 a.m, I went to back, but before went to back I silaturahmi with my family.) |
| S12 | 1. “At 06.30 I go to the mosque to pray Eid Al-Adha.” (Line 1)  
- (At 06.30 I went to the mosque to pray Eid Al-Adha.) |
2. “After being slaughtered I **rushed** to go home to **eat** kupat and chicken opor.” *(Line 2)*  
- (After being slaughtered I rushed to go home to *ate* kupat and chicken opor.)

3. “Next day I am **stay** in home for **sleeping**.” *(Line 21)*  
- (Next day I *stayed* in home for sleep.)

### S13
1. “In the morning when everyone is praying Eid al–adha I just **stay** at home **listening** to the echo of Eid al–adha takbir because I’m not praying or pms.” *(Line 11)*  
- (In the morning when everyone is praying Eid al–adha I just *stayed* at home and *listened* to the echo of Eid al–Adha takbir because I’m not praying or PMS.)

### S14
2. “At night there is a large family **gathering** to eat beef satay together.” *(Line 21)*  
- (At night there are large family *gathered* to eat beef satay together.)

### S15
7. “**Laughter** in the morning, I immediately went to the mosque to join the old player.” *(Line 2)*  
- (I *laughed* in the morning, and I immediately went to the mosque to join the eid prayer.)

1. “First time I **go** to shalat eid.” *(Line 2)*  
- (First time I *went* to ied pray.)

2. “After that I **go** to brother’s house to telling and saying “minal aidzin wal faidzin”.” *(Line 2)*  
- (After that I *went* to brother’s house to telling and saying "minal aidzin wal faidzin").

3. “Usually I ate lontong sayur and also I **get** THR money.” *(Line 4)*  
- (Usually I ate lontong sayur and also I *got* THR money.)

### S16
2. “**Laughing** in the morning, I immediately went to the mosque to join the old player.” *(Line 2)*  
- (I *laughed* in the morning, and I immediately went to the mosque to join the eid prayer.)

1. “After the Eid Al–adha prayer I **want** straight home to eat ketupat.” *(Line 3)*  
- (After the Eid Al–Adha prayer I *wanted* straight home to eat ketupat.)

### S17
2. “**finishing** burning them me and my family **eat** it together.” *(Line 22)*  
- (After burning them, My family and I *ate* it together.)

1. “After the Eid Al – adha prayer I **want** straight home to eat the ketupat, and after the ketupat i immediately shook hands with people.” *(Line 3)*  
- (After the Eid Al – adha prayer I *wanted* straight home to eat the ketupat, and after the ketupat i immediately (shook hands with people.)

### S18
1. “Of course I am **accept** the plane.” *(Line 4)*  
- (Of course, I *accepted* the plan.)

2. “My father **buy** the ticket.” *(Line 4)*  
- (My father *bought* the ticket.)

3. “We **use** ekonomi class.” *(Line 5)*  
- (We *used* economic class.)
4. “When I come in train, it’s very quite here, there only some people.” (Line 5)
   - (When I came in train, it’s very quite here, there only some people.)

5. “When I in my uncle house, he want to pray in Istiqlal Mosque, so we must sleep faster, for woke up faster.” (Line 10)
   - (When I in my uncle house, he wanted to pray in Istiqlal Mosque, so we must slept faster, for woke up faster.)

6. “We use 2 cars for go there.” (Line 11)
   - (We used 2 cars for go there.)

7. “And then we pray.” (Line 12)
   - (And then we prayed.)

8. “Until pray, we go back to home.” (Line 12)
   - (Until prayed, we went back to home.)

9. “We eat lontong and some another food.” (Line 13)
   - (We ate lontong and some another food.)

10. “Let’s guess, I got a new money it’s a 75k very few people have it.” (Line 14)
    - (Let’s guessed, I got a new money it’s a 75k very few people have it.)

11. “And the next night, my uncle invite to mall Karawaci Serpong.” (Line 21)
    - (And the next night, my uncle invited me to Serpong Karawaci Mall.)

12. “And the next day I’m back to my home use train again.” (Line 22)
    - (And the next day I’m back to my home used the train again.)

13. “I’m wake up 12.00 PM.” (Line 10)
    - (I woke up at 12.00 p.m.)

14. “Then I go to take a shower, and getting ready while waiting for my friend to come to go together to the beach.” (Line 10)
    - (Then I go to take a shower, and got ready while waiting for my friend to come to go together to the beach.)

15. “Then meet again at night to BBQ chicken and beef.” (Line 23)
    - (Then we met again at night to BBQ chicken and beef.)

16. “After Eid our shake hands to family.” (Line 2)
    - (After Eid, We shook hands with family.)
2. “Then in the afternoon we make a pilgrimage to the tomb.” (Line 3)
   - (Then in the afternoon we made a pilgrimage to the tomb.)

3. “Then we go to a distant family.” (Line 4)
   - (Then we went to a distant family.)

4. “and the next day we go home.” (Line 12)
   - (and the next day we went home.)

5. “We shake hands and bring gifts for cousins.”
   - (We shook hands and brought gifts for cousins.)
   - Line 22

1. “In the morning, I pray Eid Al – adha.” (Line 3)
   - (In the morning, I prayed Eid Al – adha.)

2. “at night there is a large family gathering to eat beef satay together.” (Line 21)
   - (at night there is a large family gathered to eat beef satay together.)

1. “First time I wake up and take bath.” (Line 10)
   - (First, I woke up and took a bath.)

2. “I pray shuhuh.” (Line 11)
   - (I prayed shuhuh.)

3. “Next at 5.30 I go to mosque.” (Line 11)
   - (Next at 5.30 I went to mosque.)

4. “Next I go back to home and greeting to family and neighbour and giving me money and I eat lontong and eat pempek.” (Line 12)
   - (Next, I went back to home and greeted to family and neighbour and gave me money and I ate lontong and eat pempek.)

5. “Next afternoon my family come to house.” (Line 14)
   - (Next afternoon my family came to house.)

1. “Morning i’m with my family praying in the musolah, and eat with family.”
   - (In the morning, My family and I prayed in the musolah, and ate with the family.)

2. “Afternoon i’m and my family make events, games, eat lontong sayur, sop, eat ketupat, and have fun.” (Line 10)
   - (Afternoon My family and I made events and games, eat lontong sayur, sop, ketupat, and had fun.)

1. “One day I’m and my family planning to go to beach.” (Line 3)
   - (One day My family and I planned to go to beach.)

2. “One day after eid I’m with my family go to the planned beach.” (Line 10)
   - (One day after eid me with my family went to the planned beach.)

3. “Before we go my mother and my grandma prepare food for we eat in car during the trip, if all ready we are ready to go.” (Line 11)
   - (Before we went, my mother and my grandma prepared the food for we to eat in car during the trip.)

4. “The traffic jam is very long me and my mother and with another family decided to get out of the car and walk all the way to the entrance of the beach.” (Line 22)
   - (The traffic jam is very long My mother and I with another family decided to get out of the car and walked all the way to the entrance of the beach.)
6. “Short time we all go home safely.” (Line 24)
- (Short time we all went home safely.)

1. “So in the ramadhan month I am fasting in ramadhan month till 30th days and eid.” (Line 5)
- (So in the Ramadhan month, I fasted in ramadhan month until 30 days and then eid.)

2. “I also wore a mukenaah and also use parfume.” (Line 13)
- (I also wore a mukenaah and also used parfume.)

3. “After the prayer is over I gather with my brother – brother.” (Line 15)
- (After the prayer was over, I gathered with my brothers)

4. “After that we all eat together.” (Line 17)
- (After that we all ate together.)

5. “After that all go home and slept.” (Line 17)
- (After that all went home and slept.)

_____________________________
S26
_____________________________

1. “I come from sembadra village.” (Line 2)
- (I came from sembadra village.)

2. “So in the ramadhan month I am fasting in ramadhan month until 30th days and eid mubarok.” (Line 7)
- (So in the ramadhan month, I fasted in ramadhan month till 30th day and then eid.)

3. “At 05.00 p.m I and my family going to mosque in my fillage and pray eid mubarok in my village at 06.15 PM.” (Line 11)
- (At 05.00 a.m, My family and I went to mosque in my village and prayed eid mubarok in my village at 06.15 a.m.)

4. “So I and my family go to home and waiting for my big family come to my grand mother and grand father house for silaturahmi and all my big family have a getring.” (Line 15)
- (So My family and I went to home and wait my big family came to my grandmother and grandfather’s house for silaturahmi and all my big family had a gathering.)

5. “Because in eid mubarok a way to get silaturahmi to all big family.” (Line 22)
- (Because in eid mubarok a way to got silaturahmi to all big family.)

_____________________________
S27
_____________________________

1. “I’m wake up clock 4.30 eid all adha.” (Line 2)
- (I woke up 4.30 o’clock in eid al - adha.)

2. “After that I carry out eid prayed with family and shake hands.” (Line 2)
- (After that, I carried out eid prayer with family and shook hands.)

3. “After that sleep and don’t go anywhere.” (Line 11)
- (After that slept and didn’t go anywhere.)

_____________________________
S28
_____________________________

1. “One day in eid me and my family croudet and hold event eating together.” (Line 1)
- (One day in eid My family and I crowded and held an eating event together.)

2. “We playing water and have fun together in the beach karangsong with family.” (Line 10)
- (We played water and have fun together in the beach karangsong with family.)

_____________________________
S29
_____________________________
3. “We go back and buy souvenir meni.” (Line 21)
   - (We went back and bought many souvenirs.)

1. “and two days later, my family and I are planning to go the cinema in cirebon.” (Line 3)
   - (and two days later, my family and I are planned to go the cinema in cirebon.)

2. “When I arrive three turns out we didn’t go to the cinema.” (Line 5)
   - (When I arrived three turns out we didn’t go to the cinema.)

1. “I wake up in the morning to get ready to take a shower and get ready to pray Eid Al – Adha.” (Line 11)
   - (I woke up in the morning to get ready to take a shower and get ready to pray Eid Al – Adha.)

2. “I go to the mosque with my family.” (Line 14)
   - (I went to the mosque with my family.)

3. “After arriving we were ready to pray.” (Line 22)
   - (After arrived we were ready to pray.)

1. “In the morning of eid my family and I go to the mosque to pray eid.” (Line 1)
   - (In the morning of eid my family and I went to the mosque to pray eid.)

2. “After pray eid my family crowded to eat together.” (Line 2)
   - (After praying eid my family crowded to eat together.)

3. “Next my family go to the funeral.” (Line 4)
   - (Next my family went to the funeral.)

4. “After go to the funeral I go to sleep afternoon.” (Line 4)
   - (After went to the funeral I went to afternoon slept.)

5. “Next day my family go to family far to shake hands and go to healing go to the friend’s city and my family buy souvenir.” (Line 10)
   - (Next day my family went to far family to shook hands and went to heal to the friend’s city and my family bought souvenir.)

1. “After frey, me and my family for study to Bandung.” (Line 3)
   - (After praying, My family and I visited to Bandung.)

2. “3 days after eid, I go straigh to school for registrasi school.” (Line 11)
   - (3 days after eid, I went straight to school for school registration.)

1. “at 06:30 I go in mosque for eid prayer and finished at 10:00.” (Line 1)
   - (at 06:30 I went in mosque for eid prayer and finished at 10:00 a.m.)

2. “I go to home and aroun 03:00 I go in beach while afternoon.” (Line 2)
   - (I went to home and around 03:00 p.m o’clock I went to the beach while afternoon.)

3. “Next day I’am get together with family and eat together.” (Line 10)
   - (Next day I got together with family and ate together.)

4. “day tree eid mubarak, I’am sleping and stay at home.” (Line 21)
   - (day three of eid mubarak, I slept and stayed at home.)

1. “In the morning I and my family do the eid adha prayer.” (Line 3)
   - (In the morning I and my family did the eid adha prayer.)

2. “After the prayer our family goes home.” (Line 5)
   - (After the prayer our family went home.)
3. “We go to the cemetery.” (Line 7)
   - (We went to the cemetery.)

4. “At noon we are not going anywhere at home because it is hot.” (Line 11)
   - (At noon we didn’t go anywhere at home because it is hot.)

5. “In the morning we are not going anywhere, we just kept lying down.” (Line 16)
   - (In the morning we didn’t go anywhere, we just kept lying down.)

S36

1. “The next day my and family go to the beach.” (Line 1)
   - (The next day My family and I went to the beach.)

2. “Then my go again to yogya kart and my buy a little soevenir to family in home.” (Line 10)
   - Then I went again to yogya kart and I bought a little souvenir to family at home.)

<table>
<thead>
<tr>
<th>Student</th>
<th>Sentences</th>
<th>Total</th>
</tr>
</thead>
</table>
| S4      | “I will go to home my grandma for telling and saying “minal aidzin wal faidzin”.’” (Line 5)  
   - (I went to My grandma is home for telling and saying “minal aidzin wal faidzin”.) | 1     |
| S6      | “After isha sleep.” (Line 18)                                              | 1     |
|         | - (Slept after isha.)                                                     |       |
| S7      | “Me and my family sholat eid fitri in masjid in the morning.” (Line 10)    | 1     |
|         | - (My family and I eid fitri prayer in mosque in the morning.)            |       |
| S8      | “After eid, I go straigh to school for registrasi school.” (Line 12)       | 1     |
|         | - (After eid, I go straight to school for school registration.)            |       |
| S10     | 1. “I wake up from bed direct do bath and then sholat shubuh.” (Line 2)   | 4     |
|         |   - (I woke up from bed and did a bath and then shubuh prayer.)           |       |
|         | 2. ”Then go to masjid for sholat eid.” (Line 4)                           |       |
|         |   (Then go to masjid for eid prayer.)                                    |       |
|         | 3. “After sholat eid direct holiday with my family go to beach.” (Line 10) |       |
|         |   (After eid praying, directed holiday with my family go to beach.)       |       |
|         | 4. “I direct sleeping after go beach because tired.” (Line 21)            |       |
|         |   (I slept direct after go to the beach cause tired.”)                    |       |
| S15     | “First time I go to sholat eid.” (Line 2)                                 | 1     |
|         | - (First time I go to eid prayer.)                                       |       |
| S26     | “After that I went to the mosque with my parents to pray eid mubarak.” (Line 14) | 1     |
|         | - (After that I went to the mosque with my parents to eid mubarak prayer.)|       |
The Students’ Common Error on the Use of Simple Past Tense

From the explanation of the data description that has been described previously, it can be summarized in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Error</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>2.</td>
<td>Addition</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>3.</td>
<td>Misformation</td>
<td>177</td>
<td>86%</td>
</tr>
<tr>
<td>4.</td>
<td>Misordering</td>
<td>17</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>206</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that errors made by the students on the use of simple past tense are omission 8 errors with a percentage of 4%, addition 4 errors with 2%, misformation 177 errors with 86%, and misordering 17 errors with 8% of all the data. From these data, it can be said that the most errors made by students in writing recount texts were misformation of 177 errors with a percentage of 86%, followed by misordering of 17 errors with 8%, omission of 8 errors with 4%, and the least was addition 4 errors with a percentage of 2%.
The first type of error is omission. The omission is an error that occurs in a sentence where one element of the sentence that should appear but is omitted. Based on Dulay's theory (1982), omission error is the absence of an item or element in a sentence which should be in the sentence. In other words, an omission error is the absence of an element of a sentence that should appear to form a sentence properly. In the other hand, omission refers to when the mandatory items that must be presented are discarded. From the explanation, omission errors occur when elements of the sentence to be displayed are omitted or because there are elements that need to be present in a well-formed sentence.

The second type of error is addition. According to Dulay's theory (1982), addition is the opposite of omission, addition error is when an item or element appears that should not appear in a sentence. The addition error is marked by the appearance of an item or element that should not appear to form a good sentence. Addition errors occur when elements of the sentence to be omitted are displayed or because there are no elements that need to be present in a well-formed sentence.

The third type of error is misformation. Based on Dulay's theory (1982), misformation is an error in the use of an item or element in a sentence. Misformation errors are characterized by errors in the use of morpheme forms or the structure of a sentence. In other words, a misformation error is an error where there is a morpheme or structure error in a sentence that makes the unwell sentence form.

The last type of error is misordering. Based on the theory of Dulay (1982), has defined that misordering error is a misplacement of words or structures in a sentence. Misordering errors are characterized by misplacement of either morpheme or structure in a sentence. Misordering errors arise when there is a misplacement of words in a sentence that makes the sentence form unwell.

There were 206 errors total that occurred in types of error found in writing recount text made by students of X 1 Mipa of SMAN 2 Indramayu. Four types of errors based on Dulay's theory appear in this recount text there are omission, addition, misformation, and misordering.

Based on the data analysis, the total number of errors is 206. The writer found that misformation errors as the highest number of errors found in students’ writing recount text. There are 177 errors of misformation (86%), followed by errors of misordering in the second position with 17 errors (8%), then errors of addition in the third position with 8 errors (4%), and the last position is errors of omission with 4 errors (2%).

CONCLUSION

Based on the data which have been taken from the result analysis data, it can be concluded that the types of errors that the students made on the use of simple past tense in their writing recount text at X 1 MIPA SMAN 2 Indramayu based on Dulay’s (1982) theory were omission, addition, misformation, and misordering. The total numbers of errors committed by 36 students are 206 errors. The frequency and percentage of the students’ errors in the use of simple past tense in writing recount text based on Dulay’s theory were omission 8 errors with a percentage of 4%, addition 4 errors with a percentage of 2%,
misformation 177 errors with a percentage of 86%, and misordering 17 errors with a percentage of 8%.

The most common errors made by the students were misformation, followed by misordering, omission, and addition. Misformation errors occurred because students were wrong in writing the form of morpheme or structure. Meanwhile, misordering occurred because students wrongly or misplace in wrote the structure of the words in a sentence. Then, omission errors occurred because the students did not put verbs in a sentence. Last, addition errors occurred because the students present an element that shouldn't be present in a sentence.

From this explanation, it can be concluded that most students were lack of understanding about using simple past tense in their writing. The students did not understand about the use of tenses, especially the simple past tense in writing recount texts where the use of verb 2 is very important to give the reader the intent or purpose of a sentence that events or activities will or have been carried out in the past.

REFERENCES


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