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. This 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 and especially students. A significant research result for teachers is being able to provide evaluations of their teaching methods to students 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 misformation. 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.

Generaly, 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 was 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

Student	Sentences	Total
S6	"We go home at 6 to get ready to bathe for maghrib prayer." (*Line 16*) - (We went home at 6 to get ready to **take** a bath for the maghrib prayer.)	1
S7	"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 prayer at the mosque in the morning.)	1
S9	"I wake 6 and next bath." (*Line 10*) - (I woke up at 6 and next **took** a bath.)	1
S10	"Then sholat shubuh." (*Line 2*) - (Then, I **took** shubuh prayer.)	1
S11	"Next im lunch chicken noodle at 4.30." (*Line 12*) - (Next, I **ate** lunch with chicken noodles at 4.30.)	1
S15	"Next, I and family lunch." (*Line 11*) - (Next, My family and I **ate** lunch.)	1
S23	"I happy because I eat pempek and I happy because my family come here." (*Line 21*) (I **was** happy because I eat pempek and I **was** happy because my family came here.)	2
Total		8

Table 2 Error of Addition

Student	Sentences	Total

S11	"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
S20	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.)	2
S32	"And go to healing **_go_** to the fren city." (*Line 11*) - (And went to refreshing to the friend's city.)	1
Total		4

Table 3 Error of Misformation

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

	2. "After praying, I _eat_ 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.)	
S6	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.)	7
S7	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 mubbarak." (*Line 21*) - (My family and I **enjoyed** and have fun to ied mubbarak.) 6. "In the night of a days in eid mubbarak, 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.)	8

	7. "I _feel_ so happy, this is a great days." (*Line 23*) - (I **felt** so happy, this is a great day.)	
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.	2
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**.)	6
S10	1. "I _wake up_ from bed _direct_ do bath and then sholat shubuh." (*Line 2*) - (I **woke up** from bed and **directed** to bath and then **did** the shubuh pray.) 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.)	6
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 fom 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.)	11
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.)	3

	2. "After being slaughtered I rughed 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.)	2
S14	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 are large family **gathered** to eat beef satay together.)	2
S15	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.) 4. "In the afternoon I *go* to beach and *swimming* with family." (*Line 10*) - (In the afternoon I **went** to the beach and **swam** with my family.) 5. "After that I *go* to go home." (*Line 12*) - (After that I **went** to go home.) 6. "and then I *taking* a nap until the night." (*Line 21*) - (and then I **took** a nap until the night.)	7
S16	1. "*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.) 2. "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.)	2
S17	1. "After the Eid Al – adha prayer I *want* traight 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.) 2. "After *finishing* burning them me and my family *eat* it together." (*Line 22*) - (After burning them, My family and I **ate** it together.)	2
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.)	14

	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. "Lets _guess_, I got a new money it's a 75k very few people have it." (*Line 14*) - (Lets **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 Im back to my home _use_ train again." (*Line 22*) - (And the next day I'm back to my home **used** the train again.)	
S19	1. "I'm _wake up_ 12.00 PM." (*Line 10*) - (I **woke up** at 12.00 p.m.) 2. "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.) 3. "Then _meet_ again at night to BBQ chicken and beff." (*Line 23*) - (Then we **met** again at night to BBQ chicken and beef.)	3
S20	1."Im _wake up_ 13.00 pm." (*Line 10*) - (I **woke up** at 13.00 p.m.) 2. "Then I _go_ take a shower." (*Line 10*) - (Then I **went** to take a shower.) 3. "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.) 4. "My friends and I spent from noon to evening I _go_ back." (*Line 21*) - (My friends and I spent from noon to evening I **went** back.)	4
S21	1. "After Eid our _shake_ hands to family." (*Line 2*) - (After Eid, We **shook** hands with family.)	6

	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_	
S22	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.)	2
S23	1. "First time I _wake up_ and _take_ bath." (_Line 10_) - (First, I **woke up** and **took** a bath.) 2. "I _pray_ shubuh." (_Line 11_) - (I **prayed** shubuh.") 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.)	9
S24	1. "Morning i'm with my family _prain_ in the musolah, and _eat_ with family." (_Line 3_) - (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.)	3
S25	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 _prieper_ 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.)	5

	6. "Short time we all _go_ home safely." (*Line 24*) - (Short time we all **went** home safely.)	
S26	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 mukenah and also _use_ parfume." (*Line 13*) - (I also wore a mukenah 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.)	5
S27	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 fillage 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.)	7
S28	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.)	5
S29	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.)	5

	3. "We *go* back and *buy* souvenir meni." (*Line 21*) - (We **went** back and **bought** many souvenirs.)	
S30	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.)	2
S31	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.)	5
S32	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 *croudet* 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* in sovenir." (*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.)	10
S33	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.)	2
S34	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.)	7
S35	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.)	5

Student	Sentences	Total
	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 yogyakarta and my buy a little soevenir to family in home." (_Line 10_) - Then I **went** again to yogyakarta and I **bought** a little souvenir to family at home.)	3
Total		177

Table 4 Error of Misordering

Student	Sentences	Total
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_) - (**Slept after isha**.)	1
S7	"_Me and my family sholat eid fitri in masjid_ in the morning." (_Line 10_) - (**My family and I eid fitri prayer in mosque** in the morning.)	1
S8	"After eid, I go straigh to school for _registrasi school._" (_Line 12_) - (After eid, I go straight to school for **school registration.**)	1
S10	1. "I wake up from bed direct do bath and then _sholat shubuh._" (_Line 2_) - (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."	4
S15	"First time I go to _sholat eid_." (_Line 2_) - (First time I go to **eid prayer**.)	1
S26	"After that I went to the mosque with my parents to _pray eid mubarak_." (_Line 14_) - (After that I went to the mosque with my parents to **eid mubarak prayer**.)	1

S28	"I'm wake up _clock 4.30_." (*Line 2*) - (I wake up at **4.30 o'clock**.)	1
S29	1. "One day in eid _me and family_ croudet and hold _event eating together_." (*Line 1*) (One day in eid, **My family and I** crowded and hold **together eat event**.) 2. "We go back and buy _souvenir meni_." (*Line 21*) (We go back and buy **many souvenirs**.)	2
S32	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 go to the mosque to **eid prayer**.) 2. "After go to the funeral I go to _sleep afternoon_." (*Line 4*) (After going to the funeral, I went to **afternoon sleep**.) 3. "Next day my family go to _family far_." (*Line 10*) (Next day my family go to **far family**.)	3
S33	"I go straigh to school for _registrasi school._" (*Line 12*) - (I go straight to school for **school registration.**)	1
Total		17

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 4.5 The Students' Common Error on the Use of Simple Past Tense

No	Types of Error	Total	Percentage
1.	Omission	8	4%
2.	Addition	4	2%
3.	Misformation	177	86%
4.	Misordering	17	8%
Total		**206**	**100%**

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.

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